

PUBLIC • EDUCATION



Monthly Bulletin
DEPARTMENT OF PUBLIC INSTRUCTION
Commonwealth of Pennsylvania



"Cultivate literature and useful knowledge, for the purpose of qualifying the rising generation for patrons of good government, virtue and happiness."—*George Washington.*

"I desire to see the time when education, and by its means, morality, sobriety, enterprise, and industry shall become much more general than at present."—*Abraham Lincoln.*

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CONTENTS

	Page
SCHOOL CALENDARS	2
EXECUTIVE OFFICE—	
An Approach to a Working Philosophy of Education for Penna.....	8
State Council Approves New Curricula for Shippensburg State Teachers College.....	3
New Curricula for Teacher Librarians Ap- proved at Clarion State Teachers College..	4
Old and New Sources of Finance.....	4
State Conventions—School Board.....	4
New Appointees	4
Henry Barnard Centenary.....	5
State-wide Essay Contest.....	5
ADMINISTRATION AND FINANCE—	
Department Requests Only Two Reports of Attendance from Superintendents.....	6
Superintendents Prompt in Reporting At- tendance	6
Interpretations of the New 44-Hour Law....	7
Our Small Secondary Schools.....	7
Committee Culls Current Problems.....	8
Resolution Nat'l Education Ass'n.....	8
INSTRUCTION—	
An Approach to Special Education.....	9
Adult Education Congress.....	9
"Who's Who in America".....	9
Materials of Instruction.....	10
Penna. Ranks First in Nat'l Poultry Expo- sition	10
Forty-nine Schools Improve Classification...	11
Standards for School Clinics.....	11
PROFESSIONAL LICENSING—	
Seven Hundred Fifteen Take Professional Exams	12
New Program of Undergraduate Engineering	12
Endowment for Research	12
Scholastic Standards for Barber's License...	12
TEACHER EDUCATION AND CERTIFICATION—	
Deans of Instruction Consider Vital Questions	13
Increasing Interest in Supervising Princi- pals	13
STATE LIBRARY AND MUSEUM—	
Free Museum Talks for Schools.....	14
Motion Picture Bibliography	14
State Seals	14
PENNSYLVANIA IN HISTORY—	
Penna. Beginnings in the Colony of New Sweden	15
STATE EMPLOYEES' RETIREMENT BOARD—	
School Employees' Credit Unions.....	16
TEACHERS OF STATE CONVENTION.....	17
AUXILIARY AGENCIES—	
Banking Education for Schools.....	19
Penna. Council of Parent Education Meets...	19
CAN EDUCATION KEEP PACE WITH OUR RAPIDLY EVOLVING SOCIAL ORDER?...	20

SCHOOL CALENDARS

EDUCATIONAL EVENTS

FEBRUARY

- | | |
|--|---|
| 1 American Association of Junior
Colleges, Philadelphia, Pennsyl-
vania | 23 National Vocational Guidance As-
sociation, Atlantic City, New Jer-
sey (four days) |
| 2 Pennsylvania School Directors
Association, Harrisburg, Pennsyl-
vania (two days) | 25 American Association of Teach-
ers Colleges, Atlantic City, New
Jersey (two days) |
| 5 National Aviation Show, New
York City (seven days) | 25 National Association of School
Secretaries, Atlantic City, New
Jersey |
| 16 Pennsylvania Conference on So-
cial Work, York, Pennsylvania
(four days) | 26 National Association of Commer-
cial Teachers Education Institu-
tion, Philadelphia, Pennsylvania
(one day) |
| 17 International Council for Excep-
tional Children, Buffalo, N. Y.
(three days) | 26 American Association of School
Administrators, Atlantic City,
New Jersey (seven days) |
| 22 National Council Administration
Women in Education, Atlantic
City, New Jersey (five days) | 26 American Educational Research
Association, Atlantic City, New
Jersey (seven days) |
| 22 Progressive Educational Associa-
tion, New York City (six days) | 26 National Association of Teachers
Agencies, Atlantic City, New Jer-
sey (seven days) |
| 23 American College Personnel As-
sociation, Atlantic City, New Jer-
sey (four days) | 28 National Association Secretaries
State Teachers Associations, At-
lantic City, New Jersey (one
day) |
| 23 National Association of Deans of
Women, Atlantic City, New Jer-
sey (four days) | |

ANTICIPATING ANNIVERSARIES

FEBRUARY

- | | |
|---|---|
| 1 George Washington, Elected first
President of the United States
in 1789 | 11 Thomas A. Edison, 1847-1931. In-
ventor and electrical investiga-
tor; creator of the incandescent
lamp and the phonograph. |
| 2 Ground Hog Day | 11 Daniel Boone, 1735-1820. Explor-
er and pioneer. Born in Berks
County. Colonel in the Revolu-
tion. Elected to the Hall of
Fame in 1915. |
| 3 Nathan C. Schaeffer, 1849-1919.
Superintendent of Public In-
struction in Pennsylvania, Presi-
dent of NEA, Editor of the
Pennsylvania School Journal,
President PSEA. Enrolled
among the honored educators on
the roll of honor engraved on
the frieze of the Education
Building at Harrisburg. | 12 Abraham Lincoln, 1809-1865.
Statesman, Civil War President. |
| 4 Mark Hopkins, 1802-1887. Educa-
tor, physician, lecturer, and
author. President of the Wil-
liams College. Elected to the
Hall of Fame in 1905. | 12 National Defense Week Begins. |
| 6 Boy Scout Anniversary Week Be-
gins. In celebration of the
Founding of the Organization. | 12 Peter Cooper, 1791-1883. Philan-
thropist and reformer. Builder
of the first locomotive in Amer-
ica-1791. Candidate for Presi-
dent in 1876. Elected to the
Hall of Fame in 1900. |
| 6 Negro History Week Begins. | 12 Charles Darwin, 1809-1882. Nat-
uralist and biologist. |
| 7 Millard Fillmore, 1800-1874. Thir-
teenth President of the United
States. | 13 Race Relations Sunday. |
| 8 William Tecumseh Sherman, 1820-
1891. Soldier, hero of "Sher-
man's March to the Sea." Elect-
ed to the Hall of Fame in 1905. | 13 National Drama Week Begins. |
| 8 Boy Scout Day. Anniversary of
the chartering of the Boy
Scouts of America—1910. | 14 St. Valentine's Day. |
| 9 Theodore Roosevelt National
Memorial Day. | 15 Russell H. Conwell, 1843-1925.
Author, editor, journalist, law-
yer; founded Temple Univer-
sity, Samaritan Hospital, and
the Philadelphia Medical Col-
lege and Theological School.
Author of Acres of Diamonds—
an address he delivered 6,000
times. |
| 9 William Henry Harrison, 1773-
1841. Ninth President of the
United States. | 15 S. Weir Mitchell, 1829-1914. Phy-
sician and novelist. Enrolled
among the honored educators
on the roll of honor engraved
on the frieze of the Education
Building at Harrisburg. |

(Continued on Page 16)

EXECUTIVE OFFICE

DR. LESTER K. ADE
Superintendent of Public Instruction

An Approach to a Working Philosophy of Education for Pennsylvania

An abstract from the address by Lester K. Ade, Superintendent of Public Instruction, at the Annual Convention, Pennsylvania State Education Association, Forum, Education Building, Harrisburg, Pennsylvania, Tuesday, December 28, 1937, 2:00 P. M.

A Philosophy Implies Unity

Our teachers in Pennsylvania need a guiding philosophy which seeks to interpret the universe as a whole on the basis of some principle of unity. While it is difficult to formulate such a philosophy, it is perhaps equally difficult to get along without it.

A philosophy of education must evolve from the folks who are to practice it. This is the truly democratic approach. Hence, the best philosophies are those which individuals or groups build for themselves in the light of actual conditions of society and of the nature of the ones developing them. These philosophies comprise an effort to evaluate data for educational improvement in administration, instruction, and community relations.

Folks are fully intelligent in what they do only when struggling toward objectives they had a hand in forming. We must cease to regard aims and philosophies as something separate from immediate problems. We should rather aid teachers in understanding factors which influence their choices. This help should be as close to their actual difficulties and problems as possible.

Any approach to an educational philosophy for Pennsylvania must recognize such essential aspects of our program as:

- The State's responsibility to provide free education
- The function of education
- The function of the school
- The curriculum
- The nature of learning
- The role of the teacher

The State's Responsibility to Provide Public Education

Education of both youth and adulthood is one of democracy's chief functions. The increasing complexity of the social and industrial order largely determines the upper age limit of school attendance. This age is rising due to the persistent demand for more highly educated youth, and to the lack of employment opportunities for the younger youth.

The Function of Education

We may say that the function of education is to provide the best development of children in harmony with the needs of society. The school has been created by society to carry out the specialized functions of education. The education of the learner should result in the greatest good both to himself and to society. The school must plan its activities to harmonize with the abilities, needs and nature of the learner at his level of growth and maturity. Such development should eventuate in the possession of attitudes of open-mindedness, the scientific approach, independent thinking, honesty, good sportsmanship, tolerance, and

wholesome self-respect, self-satisfaction, and self-reliance.

The Curriculum

Three factors in relation to the learner will determine the nature of the curriculum; namely, his needs, his interests, and his abilities. The curriculum should provide knowledge concerning practice in meaningful experiences to meet these needs. Among them will be experiences relating to the following:

- Health and freedom from accident
- Emotional balance and mental stability
- Worthy use of leisure time
- Congenial family life
- Good citizenship in a democracy
- Vocational fitness
- Esthetic appreciation
- Religious freedom and moral responsibility

Continual revision and reshaping of the curriculum will be necessary to meet the ever-changing needs of a contemporary world.

The Nature of Learning

The process of education continues throughout life. Learning is a living and organic process. The learner should be confronted with actual life problems and situations, so that he may learn to do by satisfactory doing and to think by necessary thinking.

The Role of the Teacher

It is the duty of the teacher, because of his experience, insight, and sympathetic understanding of people, to stimulate and guide the pupils toward desirable experiences and toward an open-minded evaluation of these experiences. As such, he sets the stage for efficient learning, guides the learning activity, and directs the learner by what he says, thinks, feels and does.

If one is invigorated intellectually and is able to map out a fresh course of educational procedure, then one has become a legitimate beneficiary of the philosophic life of the scholar. Every American teacher is invited to cultivate the spiritual glow that attends the practice of philosophy.

Our Opportunity

The profession of teaching is facing today its greatest opportunity. But its greatest opportunity is also its greatest challenge.

When we realize that strong religious and ethical ideas—such as justice, altruism, and religious reverence—are already embodied and powerfully active in the forms and institutions of our present social order, we find that we are dealing with a philosophy of education that is broad enough to encompass all men's interests and relations to the world and to Divine Providence. These very ideas have their concrete embodiment in the lessons of history and literature, and in our present social order.

State Council Approves New Curriculums for Shippensburg State Teachers College

The State Council of Education, at its recent meeting, approved two new curriculums for the State Teachers College at Shippensburg, effective at the beginning of the second semester 1937-38. One was a curriculum for the preparation of teachers in adult education; the other, a curriculum in business education.

Many Cooperate in Plan

Adult education is a field which has grown rapidly and is expanding widely. The need for especially educated teachers has been felt for a number of years. The curriculum now approved at the State Teachers College, Shippensburg, has developed from conferences between Dr. Albert Lindsay Rowland, President of the College; Dr. Henry Klonower, Director, Teacher Education and Certification, Department of Public Instruction; with specialists in this field, such as Dr. L. R. Alderman, Director, Education Division, Works Progress Administration, Washington, D. C.; Dr. Mildred J. Wiese, Specialist in Curriculum and Teacher Education, Works Progress Administration; Mr. Richard R. Brown, Assistant Director, National Youth Administration; Dr. George F. Zook, President, American Council on Education; Dr. Ned H. Dearborn, Director, Division of General Education, New York University; Dr. Homer P. Rainey, formerly President of Bucknell University and now Director, National Youth Commission, American Council on Education; and Dr. E. C. Lindeman, Specialist in Adult Education, New York School of Social Work.

Adult Education Curriculum

While the nature of the adult education curriculum for the preparation of leaders and teachers is somewhat experimental, the general program to be followed will provide two years of basic cultural education which will be similar to the prescribed curriculum for the first two years in the State Teachers Colleges. Supplementing the first two years of basic cultural education, approximately a half year of general professional education will be offered, including such courses as Adjustment Counselling, Group Work Technique, and Personality Adjustment.

Major Field Interests

Specialization in the field of adult education will involve approximately a full year in the "Major Field Interests". Among a number of "Major Field Interests" are the following: Vocational Adjustment, Rural Life, Citizenship, and Leisure Time Activities. Each group will provide courses definitely related to the "Major Field Interest". A unique feature of the experimental curriculum will be approximately a half year of field contacts with actual life situations and experience in adult education classes and similar situations.

(Continued on Page 11, Column 3)

EXECUTIVE OFFICE—Continued

New Curriculum for Teacher Librarians Approved at Clarion State Teachers College

The State Council of Education, at its recent meeting, approved a curriculum for the education of teacher librarians at the Clarion State Teachers College, effective at the beginning of the second semester of 1937-38. This will provide a much needed program for teachers and prospective teachers in the western part of Pennsylvania.

Libraries as Laboratories of Education

Many secondary and elementary schools have equipped their buildings with school libraries. These are a definite part of the instructional service provided for the education of boys and girls. The school library has become an important laboratory in the education process and the difficulty in the past has been to secure adequately educated teacher librarians. The need for especially educated teacher librarians has been felt in the western part of Pennsylvania for a number of years.

Content of the New Curriculum

The curriculum now approved at the State Teachers College at Millersville and the State Teachers College at Kutztown will be inaugurated at the State Teachers College at Clarion. The general program to be followed will provide two years of basic cultural education which will be similar to the prescribed curriculum for the first two years in the Teachers Colleges. Supplementing the first two years of basic cultural education, approximately a year of professional courses will be offered, including work in the field of "Children's Literature", "Book Selection", "Cataloging", "Classification", "Administration of School Libraries", and "History of Books". There will then follow a year made up of practice work. Here, the prospective teacher librarian will not only learn the actual management of a school library but become familiar with movements and trends in this field throughout the United States.

The Democratic Way

In America we are set on the path of solving our problems by the democratic method implicit in a government under the control of the common man—a system dedicated to the scientific way of seeking out the facts, threshing out the issues in the full view of free discussion, and applying each new increment of knowledge for the common good, with the consent of, and by the collective aid of, those who are the recipients of its advantages. In the United States at least, this is our faith; but we are certainly on trial before the world, and it is one of the major tasks of our educational system to see to it that this ideal is given a fair testing.

Dr. Raleigh Schorling

OLD AND NEW SOURCES OF FINANCE

The problem generally faced by the public schools at the present moment may be concisely summarized in four words: increased responsibilities; decreased resources. The responsibilities are shown by the unusually rapid increases in school enrolment due to our social progress. Thus, in practically every community hundreds or thousands of young men and women are continuing their education in the public schools and preparing themselves for the opportunities which will open before them in the future. It is well that they do so. While the schools are thus being given a task larger, more difficult, and in many ways more important than ever before, the financial resources which should enable them to do this work are being threatened or actually curtailed. Education has evidently carried a significant share of the general retrenchment in public expenditures. Such retrenchment cannot continue indefinitely if the schools are to perform their important functions with reasonable success.

Confusion often arises as to the proportion of tax money expended for public education. This comes from the fact that three types of governmental units, Federal, State, and local, collect taxes. Approximately eighty per cent of school revenue comes from taxes levied by local jurisdictions. In some states the support of schools is almost wholly from local taxes, whereas other governmental costs may be divided between the Federal, State, and local government.

The Unique Function of Education

As organized education turns to the future . . . it discards the theory of automatic democracy. It recognizes that rights to life, liberty, property, work, and the pursuit of happiness are shadows, unless those who claim the rights are competent and have the moral power necessary to the creation and maintenance of the social arrangements in which rights may be realized. If this obligation is staggering in its dimensions, educational leadership must accept it, acquire the knowledge, and put forth the sustained effort calculated to discharge it. Here, too, in facing the future, education reemphasizes the fact that it is not merely one profession among many, one branch of government among many. Its functions are all encompassing. Its duties are unique in their human aspects.

Educational Policies Commission

ADAMS COUNTY SUPERINTENDENT APPOINTED

Ira Y. Baker, of Gettysburg, is the new Superintendent of Schools in Adams County. Mr. Baker, who since 1934 has served as Assistant County Superintendent, was recommended to the State Superintendent for this position by the Executive Committee of the Adams County School Directors Association. He succeeds J. Floyd Slaybaugh who recently retired from the post.

Mr. Baker received his early education in the rural schools of Adams County. For his preparatory work he attended the Gettysburg Academy and the Shippensburg Normal School. Later, he entered Gettysburg College, where he earned the A. B. Degree in 1927, and the A. M. Degree in 1933.

His services in the profession have consisted of four years as teacher in the rural schools of the county, two years as Principal of the secondary schools of Catasauqua, and five years as Assistant Principal of the Gettysburg secondary schools.

Mr. Baker's appointment to the office of County Superintendent became effective December 1, 1937.

Miriam A. Weikert

Vocational Home Economics Supervisor for Dauphin County

With the appointment of Miss Miriam A. Weikert, of Harrisburg, Dauphin County is to have the services of a new vocational home economics supervisor. Miss Weikert who has been serving in a similar capacity in York County attended the elementary and secondary schools of Hanover for her early education. From 1913-1917, she was a student in the Department of Home Economics Education at the Carnegie Institute of Technology and was granted the Bachelor of Science Degree in that field upon graduation. Last year she pursued graduate studies in homemaking at the Pennsylvania State College and completed the work for the Master of Science Degree.

During the twenty-year period following 1917, Miss Weikert has gained a wide variety of practical experience in her profession. For two years she was supervisor of homemaking in the Arendtsville public schools. Later she served as instructor and supervisor in this field in the schools of Gettysburg, Pennsylvania; and in Kingsport, Tennessee. She was likewise an Assistant in the Department of Science in the Carnegie Institute of Technology for a term. From 1929-1935, Miss Weikert was County Supervisor of Home Economics in York County where she did extensive promotional work and supervision of instruction in the field. Prior to her coming to Dauphin County she spent a year at Pennsylvania State College completing the work for the Master of Arts Degree in Homemaking Education.

STATE CONVENTIONS

School Board Secretaries—Harrisburg Feb. 1
School Directors—Harrisburg Feb. 2 and 3

For Programs, See the January Issue of PUBLIC EDUCATION

EXECUTIVE OFFICE—Concluded

HENRY BARNARD
CENTENARY — 1938*"Father of Teacher Education" Once
Taught in Pennsylvania*

The present school year marks the hundredth anniversary of an important event in the history of teachers college education in America. It is more noteworthy than 1823, the year of the founding of the first normal school by Samuel R. Hall at Concord Corner, Vermont; more significant than 1839, the year that the first State Normal School was opened at Lexington, Massachusetts. June 16, 1938, is the hundredth anniversary of the appointment of Henry Barnard, II, as Secretary of the Board of Commissioners of Common Schools of Connecticut.

Father of Teacher Education

Just as Horace Mann deserves to be called the "Father of the Free Public School in America" so does Henry Barnard deserve to be honored as the "Father of Teacher Education". George W. Frazier, President of the American Association of Teachers Colleges in 1930, wrote, "I like to honor Barnard as the founder of teacher training." Dr. William H. Holmes, Superintendent of Schools, Mount Vernon, New York, once declared of him, "He was responsible for starting the movement for the organization of normal school education in this country." Charles D. Hine, former Commissioner of Education in Connecticut said, "Normal Schools in Massachusetts and all over the country owe their existence to the initial efforts of Henry Barnard."

Once a Teacher in Wellsboro

Now an important aspect of the life of Henry Barnard that is sometimes overlooked is this: The year 1831, the first year after graduating from Yale, was spent by Mr. Barnard in the only regular teaching in any institution that he ever did. He took a school in *Wellsboro, Tioga County, Pennsylvania*. Of his practical experience in that school he later said, "We are not sure of our knowledge of any subject until we have succeeded in making ourselves vividly and thoroughly understood by others on that subject." He always advised a young man to teach for a year as the best way to settle in his mind what he had learned.

*Dr. Ralph C. Jenkins*States Receive Vocational Education
Funds

Payments to the states of George-Deen funds for the six-month period ending December 31, 1937, have been received. These funds are for the further extension of vocational education in the several states authorized by the George-Deen Act of June 8, 1936. The warrants were mailed to the State Treasurers from the United States Treasury. The payment to Pennsylvania amounted to \$380,509.56.

STATE ANNOUNCES POLICY
ON SCHOOL CONTESTSDepartment Announces Policy of Sponsor-
ship and Endorsement

The Department of Public Instruction receives requests from a large number of associations and organizations to endorse state-wide essay contests in the public schools. These requests call for some degree of regulation and a statement of policy on the part of this Department.

All associations and organizations wishing to have the approval of the Department of Public Instruction for state-wide essay contests should address their requests to the Superintendent of Public Instruction. If favorable endorsement is given to the organization sponsoring the essay contest, a statement to this effect may be used by the organization in their correspondence to the local school districts.

Endorsement of an essay contest by the Department of Public Instruction carries no obligation that county or district superintendents of schools shall give their approval. County and district superintendents should feel absolutely free to decide whether or not they wish to participate in any essay contest.

The Department of Public Instruction, due to staff limitation, cannot write letters to school districts urging them to participate in a state-wide essay contest.

The organization or association sponsoring the essay contest shall correspond either directly or through their local units with the county or district superintendent of schools.

State-wide essay contests should be conducted entirely on a voluntary basis so far as students are concerned.

Pennsylvania Beginnings in The
Colony of New Sweden

(Continued from Page 15, Column 2)

experiment in the New World. The beginnings of agriculture and of industry were with the Swedes and forestry on a more scientific basis than was usually true of colonial times can be credited to the Scandinavians. The legal and governmental beginnings of the Commonwealth were likewise Swedish, while religion and education began with their planting of Old World civilization in the Pennsylvania wilderness that was the 1630's and 1640's. Among the signers of the Declaration of Independence and framers of the Constitution were descendants of the Swedish colonists. It is to be hoped that a lasting contribution toward a wider attention to, and appreciation of these fundamental facts regarding the colonial foundations of the civilization of Pennsylvania may be a result of the Swedish Tercentenary commemoration of 1938.*

* The principal facts and general outline of this account were derived from a manuscript prepared by Senator C. Hale Sipe.

HUMAN RELATIONS A
PARAMOUNT PROBLEM
TODAYDr. LESTER K. ADE
Superintendent of Public Instruction

Science has enlarged human knowledge and developed almost limitless human powers. It has liberated the mind from superstitions which formerly gripped mankind in a bond of ignorance. Through science, man has been advanced far on the road of progress, but this very progress has complicated human relations. No longer prevails the pioneer family community where the father was judge, minister, superintendent of education, family physician, and manufacturer of shoes, wagons, and buildings; and the mother performed the functions of nurse, teacher, clothes manufacturer, and domestic manager. Community life in that day was reduced to its simplest form. Today these same functions have not only been elaborated but distributed among hundreds of interrelated individuals and agencies.

The rural American community seventy-five years ago was relatively homogeneous and had a simple constituency. Today we have a much more complicated picture of community life. The modern community is relatively heterogeneous; it is commonly composed of many races, many nationalities, many political parties and factions, many languages, many occupations, a wide range of wealth, an enriched and enlarged educational program, and a variety of swift means of communication and transportation. These changed conditions greatly complicate the problem of learning to live together.

Accordingly, there is today a crisis in human development—a crisis in education, a crisis even in personal relationships. We are being forced to recognize that other people's interests are our own. We are discovering that adults and leaders are not endowed with all the powers and prerogatives of society. Nor are the children endowed with all the rights; but both share these in a reciprocal manner. In fact, the pendulum is now beginning to swing back to an emphasis on adult leadership; and for that reason this is an opportune time to make a conscious effort to order the community through the common consent of all the people; to encourage free development as far as possible, but also to insist upon obedience to what has been established by general consent.

*From an Address*TWO INSTITUTES IN BUTLER
COUNTY

In Butler County, the annual institute for teachers comprises two separate organizations—one for elementary teachers and another for secondary teachers.

Administration and Finance

DR. CLARENCE E. ACKLEY
Director Bureau Administration
and Finance

Department Requests Only Two Reports of Attendance from Superintendents This Year

Dr. Lester K. Ade, Superintendent of Public Instruction, has announced that the handling of school attendance in the various school districts of the State has advanced to such an extent that the Department is going to try out a plan of receiving the monthly attendance reports for only two months this year. In accord with this plan, monthly attendance reports are to be forwarded to the Department for the months of November and the last month of the term. District superintendents are requested to submit a summary of the teachers' monthly attendance reports (Form PICA-7) on Form PICA-9. County superintendents are to submit the teachers' attendance reports, Form PICA-7, for all schools not under the supervision of a principal, and the principal's summary of the teachers' monthly attendance reports on Form PICA-8 for schools with eight teachers or more under the supervision of a principal.

Effort to Simplify Record

An effort was made in the revision of the Attendance Register this year to make the instructions so complete that a beginning teacher might easily prepare her first report by following the instructions carefully. All instructions have been organized under proper headings for convenient reference. It will facilitate the work if each superintendent will urge his teachers to study carefully the information and instructions in the Attendance Register. It would be helpful to call their attention particularly to the following sections in the register: Assignment of Children, State Regulations, Inactive Roll, Active Roll Pupils Counted as Not Belonging, Excused Absence, Unexcused Absence, Procedure Regarding Excuses, and Procedure for the Enforcement of Compulsory Attendance.

Suggestions for Accuracy

A number of attendance reports are received with the enrolment the same for the current month as the term to date. Ordinarily, the enrolment for the term to date is larger than for the current month. Teachers and principals should make every check possible to see that the enrolment figures are correct. The careful checking of these reports for correctness by the superintendents in the past has been highly appreciated, and the faithful continuance of careful checking of all reports before sending them to the Department will greatly facilitate the work.

Publicity in the Pennsylvania Education Bulletin will be given each month following the submission of these reports to this Department showing the counties and districts that forwarded their reports on time. It is hoped that your district or county will be included each time.

Superintendents Prompt in Reporting Attendance

Data from Twenty-one Counties and 126 Independent Districts Submitted on Specified Time

DR. DONALD P. DAVIS
Chief, Division of Child Accounting and Research

Of sixty-six county superintendents in Pennsylvania, twenty-three, or thirty-five per cent, succeeded in collecting and submitting attendance data to the Department of Public Instruction for the first Report Period by the specified date. Superintendents of independent districts showed somewhat greater success, for of the 178 such districts in the State, 126, or 70 per cent, reached the Department by that date. The next attendance report will be due at the close of the current school term. While principals and teachers submit attendance reports to their respective superintendents each month, as usual, only two reports a year are submitted to the Department under the present new plan.

Following are listed the counties and the independent districts from which attendance reports were received on time for the first Report Period during the current school term:

COUNTY SUPERINTENDENTS

- | | | |
|-------------|--------------------|----------------|
| 1. Adams | 9. Huntingdon | 17. Perry |
| 2. Bedford | 10. Juniata | 18. Pike |
| 3. Cameron | 11. Lackawanna | 19. Potter |
| 4. Carbon | 12. Lancaster | 20. Schuylkill |
| 5. Clinton | 13. Lebanon | 21. Union |
| 6. Elk | 14. Mifflin | 22. Wayne |
| 7. Forest | 15. Montgomery | 23. Wyoming |
| 8. Franklin | 16. Northumberland | |

DISTRICT SUPERINTENDENTS

- | | | |
|--------------------------|---------------------------|----------------------------|
| 1. Abington Boro | 43. Forest City Boro | 85. New Castle City |
| 2. Aliquippa Boro | 44. Franklin City | 86. New Kensington Boro |
| 3. Allentown City | 45. Gettysburg Boro | 87. Newport Township |
| 4. Ambridge Boro | 46. Greensburg City | 88. Norristown Boro |
| 5. Archbald Boro | 47. Greenville Boro | 89. North Braddock Boro |
| 6. Arnold Boro | 48. Grove City Boro | 90. Oakmont Boro |
| 7. Ashley Boro | 49. Harrisburg City | 91. Oil City City |
| 8. Avalon Boro | 50. Hanover Boro | 92. Olyphant Boro |
| 9. Beaver Falls City | 51. Hazle Township | 93. Phoenixville Boro |
| 10. Berwick Boro | 52. Hazelton City | 94. Pittston City |
| 11. Blakely Boro | 53. Honesdale Union | 95. Plymouth Boro |
| 12. Bridgeport Boro | 54. Johnsonburg Boro | 96. Pottstown Boro |
| 13. Bristol Boro | 55. Johnstown City | 97. Punxsutawney Boro |
| 14. Canonsburg Boro | 56. Kingston Boro | 98. Radnor Township |
| 15. Carbondale City | 57. Lancaster City | 99. Rankin Boro |
| 16. Carlisle Boro | 58. Lansdale Boro | 100. Reading City |
| 17. Chambersburg Boro | 59. Lansdowne Boro | 101. Ridgway Boro |
| 18. Cheltenham Township | 60. Lansford Boro | 102. Rochester Boro |
| 19. Chester City | 61. Latrobe Boro | 103. Rostraver Township |
| 20. Clairton City | 62. Lebanon City | 104. Sayre Boro |
| 21. Clearfield Boro | 63. Lewistown Boro | 105. Scottsdale Boro |
| 22. Coal Township | 64. Lock Haven City | 106. Scranton City |
| 23. Coatesville City | 65. Lower Merion Township | 107. Sharon City |
| 24. Collingdale Boro | 66. Mahanoy City Boro | 108. Shenandoah Boro |
| 25. Columbia Boro | 67. Mahanoy Township | 109. Sunbury City |
| 26. Connellsville City | 68. McKeesport City | 110. Swissvale Boro |
| 27. Crafton Boro | 69. Meadville City | 111. Tarentum Boro |
| 28. Derry Township | 70. Mechanicsburg Boro | 112. Taylor Boro |
| 29. Donora Boro | 71. Middletown Boro | 113. Uniontown City |
| 30. Dormont Boro | 72. Midland Boro | 114. Upper Darby Township |
| 31. Dunbar Township | 73. Milton Boro | 115. Vandergrift Boro |
| 32. Dunmore Boro | 74. Minersville Boro | 116. Warren Boro |
| 33. Emaus Boro | 75. Monongahela City | 117. Washington City |
| 34. Easton City | 76. Mt. Carmel Boro | 118. Waynesboro Boro |
| 35. East Pittsburgh Boro | 77. Mt. Carmel Township | 119. West Chester Boro |
| 36. Ellwood City Boro | 78. Mt. Lebanon Township | 120. West Mahanoy Township |
| 37. Erie City | 79. Mt. Pleasant Boro | 121. West Pittston Boro |
| 38. Etna Boro | 80. Mt. Pleasant Township | 122. Whitehall Township |
| 39. Exeter Boro | 81. Nanticoke City | 123. Wilkes-Barre City |
| 40. Farrell City | 82. Nanty-Glo Boro | 124. Williamsport City |
| 41. Fell Township | 83. Nazareth Boro | 125. Windber Boro |
| 42. Ford City Boro | 84. New Brighton Boro | 126. Yeadon Boro |

ADMINISTRATION AND FINANCE—Continued

INTERPRETATIONS OF THE NEW 44-HOUR LAW

DR. CLARENCE E. ACKLEY

Director, Bureau of Administration and Finance

Because many school employees are affected by the provisions of the new 44-hour-a week law numerous inquiries have been received by the Department of Public Instruction from school officials and others interested in the operation of the law in the public school system. In order to clarify the meanings of the various terms and provisions of the law, the Department of Public Instruction has issued to secretaries of school boards a statement setting forth certain definitions and conditions.

Among those explained in the Superintendent's statement are the following phrases and provisions:

DEFINITION OF AN EXECUTIVE

An executive is one who is responsible for the managing of a business or a subdivision thereof and who directs or supervises subordinates and earns at least \$25 a week.

DEFINITION OF SECRETARY

A secretary is a person who renders services which are of a private and confidential nature and are a component part of the work of an executive as defined in the regulations of the Department.

RULING RELATIVE TO SECRETARIES

Secretaries to executives who are exempt under the provisions of the law of the Commonwealth are not subject to the hour provisions of these laws provided they earn at least \$25 a week.

FIVE-DAY WEEK

Any employer who employs persons on a schedule of not more than ten hours in any one day, but not in excess of forty-four hours in any one week. Where an employer's operations are regularly scheduled in accordance with this regulation no over-time payment for hours over eight in one day shall be required.

SPREAD OF HOURS

The hours of work in any working day shall be performed within a spread which is not greater than two hours more than the hours of work permitted by the laws or regulations of the Commonwealth.

WATCHMEN, JANITORS, STATIONARY ENGINEERS, FIREMEN, BOILERMEN, AND FURNACEMEN

Employers may permit watchmen, janitors, stationary engineers, firemen, boiler-men and furnacemen to work in excess of eight hours per day, but not to exceed forty-eight hours in six days of any one week.

A significant release obtained from the Director of the Bureau of Hours and Wages on January 11 reads as follows:

"Public schools being Municipal Corporations are being considered with municipalities in regard to the 44-Hour Laws. The Department has not made a regulation for municipalities pending a further study of their problems. Until such a regulation is made the public schools may operate on their present schedules."

OUR SMALL SECONDARY SCHOOLS

DR. CARL D. MORNEWECK

Adviser, Division of Child Accounting and Research

A recent special tabulation of the secondary school reports for schools having 250 pupils, or fewer, shows that approximately one-fourth of all public secondary schools have only from 25 to 74 pupils. Approximately 40 per cent have from 25 to 99 pupils, and about half of the secondary schools have from 25 to 125 pupils. The most common size in 1934 as shown on the table below is from 50 to 74 pupils, and the next most common is from 25 to 49 pupils.

Number of Pupils Enrolled (1934)	Number of Schools	Per Cent of Total Number of Schools
1-9	332	1.4
10-24	1,471	6.2
25-49	3,140	13.3
50-74	3,370	14.3
75-99	2,796	11.8
100-125	2,122	9.0
126-150	1,504	6.4
151-175	1,100	4.7
176-200	895	3.8
201-225	649	2.7
226-250	507	2.1
251-275	433	1.8
276-300	356	1.5
301-325	301	1.3
326-350	285	1.2
351-499	1,171	4.9
500-999	1,740	7.4
1,000-2,499	1,219	5.2
2,500 and over	232	1.0
Total	23,614	100.0

EDUCATIONAL PERIODICALS

Commercial Education

Among the periodicals dealing with the commercial education aspects of education are the following:

1. **BALANCE SHEET**
201-203 West Fourth Street
Cincinnati, Ohio
2. **BUSINESS EDUCATION WORLD**
270 Madison Avenue
New York, N. Y.
3. **COMMERCIAL EDUCATION**
Whitewater State Teachers College
Whitewater, Wisconsin
4. **JOURNAL OF BUSINESS**
University of Iowa
Iowa City, Iowa
5. **JOURNAL OF BUSINESS EDUCATION**
512 Brooks Building
Wilkes-Barre, Pennsylvania
6. **JOURNAL OF RETAILING**
New York University School of Retailing
New York, N. Y.
7. **NATIONAL BUSINESS EDUCATION QUARTERLY**
New York University
New York, N. Y.
8. **SHORTHAND REPORTER**
Box 334
Elkhart, Indiana

EDUCATIONAL PERIODICALS

Health, Physical Education, and Safety

Among the periodicals dealing with the health, physical education, and safety aspects of education are the following:

1. **AMERICAN CHILD**
419 Fourth Avenue
New York, N. Y.
2. **AMERICAN JOURNAL OF PUBLIC HEALTH AND THE NATION'S HEALTH**
50 West 50th Street
New York, N. Y.
3. **CALIFORNIA HEALTH, PHYSICAL EDUCATION, AND RECREATION JOURNAL**
1110 South Federa Street
Los Angeles, California
4. **CHILD HEALTH BULLETIN**
50 West 50th Street
New York, N. Y.
5. **HYGEIA—THE HEALTH MAGAZINE**
535 North Dearborn Street
Chicago, Illinois
6. **JOURNAL OF HEALTH AND PHYSICAL EDUCATION**
311 Maynard Street
Ann Arbor, Michigan
7. **JOURNAL OF PHYSICAL EDUCATION**
347 Madison Avenue
New York, N. Y.
8. **MIND AND BODY**
504 Administration Building
Parkway at 21st Street
Philadelphia, Penna.
9. **PHYSICAL EDUCATION, HEALTH AND RECREATION DIGEST**
5315 Drexel Avenue
Chicago, Illinois
10. **PUBLIC HEALTH NURSING**
50 West 50th Street
New York, N. Y.
11. **PUBLIC HEALTH REPORTS**
19th Street and Constitution Avenue, N. W.,
Washington, D. C.
12. **PUBLIC SAFETY**
20 North Wacker Drive
Chicago, Illinois
13. **RECREATION**
315 Fourth Avenue
New York, N. Y.
14. **RESEARCH QUARTERLY**
311 Maynard Street
Ann Arbor, Michigan
15. **SAFETY EDUCATION MAGAZINE**
One Park Avenue
New York, N. Y.
16. **SCHOLASTIC COACH**
250 East 43rd Street
New York, N. Y.

ADMINISTRATION AND FINANCE—Concluded

COMMITTEE CULLS CURRENT PROBLEMS

Comprehensive Study Reviews Seven Major Aspects of Public Education

For the use of leaders of discussion programs and meetings of various types, and of teachers and students in schools of education, the Educational Policies Commission, appointed by the National Education Association and the Department of Superintendence, has prepared a pamphlet containing more than fifty current problems in American education classified under seven headings—objectives, scope, finance, public relations, personnel, material, and program of instruction. These problems include the following:

OBJECTIVES

What should be the controlling purposes of the public school system in a democracy?

What is the relationship of education to social reconstruction?

How can the basic objectives of education be restated most clearly and convincingly?

What is the distinctive function of the school among all other social agencies?

To what extent should education serve specific vocational purposes as compared with general or cultural purposes?

Should education aim to adjust students to the conditions of life as it is or to improve these conditions?

Should organized education be primarily concerned with ideals and attitudes or with items of information?

Should religious sanctions be involved in the character objectives of the public schools?

SCOPE

What steps should be taken regarding the special educational problems of racial groups?

What are the present obstacles to progress in rural education and how may they be removed?

How may we broaden the concept of education so that it will be regarded as a life-long continuous process?

What is the proper role and purpose of public schools in preparing for vocational life? Are there special responsibilities in connection with training for public service positions?

What responsibility do schools have for the guidance of those formerly enrolled or of those who were never enrolled?

What are the good and bad effects of the existence of schools not supported by taxation upon the general school system?

FINANCE

What are the characteristics of an adequate and just tax system for the support of schools?

What is sound public policy with reference to local, State, and Federal support of schools? How is this related to overlapping tax jurisdictions and to other subsidies already in existence?

PUBLIC RELATIONS

What fundamental policies should control the relationship of the Federal Government to education?

What is the source of ultimate control in American education? This problem involves several subordinate questions:

- (a) What should be the powers of the various governmental units?
- (b) What are the respective functions of the laymen and the profession regarding educational policy-making?
- (c) What is the proper role of interest or pressure groups in the control of American education?

What relationship should the schools have to the several State and local planning commissions?

What steps should be taken to interest influential lay groups in the schools? Can educational demonstrations be used for this purpose?

PERSONNEL

What standards should be formulated for admittance to the teaching profession?

What are the needed improvements in the preparation of teachers?

What steps are necessary to secure reasonable economic and social security for the teaching profession? This includes questions relating to salaries, tenure, retirement, and teacher-welfare in general.

MATERIAL

How can school buildings and equipment be planned so as to meet future developments in educational needs and practices?

What should be done in the immediate future regarding the use of radio and motion pictures in schools?

PROGRAM OF INSTRUCTION

What are the characteristics of a comprehensive program of civic education?

What can be done by the schools with reference to unsocial behavior, crime and delinquency? Stated positively, what can be done by the schools to promote desirable character? What steps must be taken to secure an adequate emphasis on ideals and attitudes as a primary emphasis of education?

How can parents and other citizens be made aware of the harmful effect on the educational program of anti-social activities, legalized, or at least permitted by the public at large?

How can the progress of children through the school system be most effectively organized? This question involves the related matters of grading, promotion, acceleration, grade placement, etc.

What are the most important changes which are immediately needed in the curriculum of the public schools?

News Notes

In studies during the past eight years, and covering the years 1920 to 1936, medicine brought the greatest average earnings for a working lifetime; \$108,000, or an average of \$4,850 a year. Next in order for the professions and occupations surveyed are law, dentistry, engineering, architecture, college teaching, social work, journalism, the ministry, library work, public school teaching, skilled trades, nursing, unskilled labor, farming and farm labor.

National Education Association Resolution

Thirteen Major Movements Mentioned in Pronouncement Of Policies

The National Education Association, at its last Convention, gave thought to thirteen timely topics vitally related to current problems in public education. Following, is enumeration of these aspects of public school work, which may prove suggestive to educational and lay leaders in Pennsylvania:

1. Youth Education and Guidance—
A permanent division in the U. S. Office of Education
2. Adult Education—
A function of public education
3. Federal Aid—
Secure liberal Federal aid for education
4. Rural Education—
Promote the welfare of schools in rural areas
5. Adjustment of Teacher Supply and Demand—
The establishment of a balance between the number of qualified candidates for teaching and the prospective demand for teachers
6. Opposition to War—
Education for peace and an Amendment to the Constitution
7. Teacher Tenure—
The full support of tenure for teachers as a means of insuring to the children of the land the best possible instruction
8. Advisory Committee on Education—
Commends the appointment of the Advisory Committee on Education by the President of the United States.
9. Independence of Educational Administrative Organization—
Registers its opposition to the administrative merging of education with functions generally classified as welfare services
10. Oaths—
Opposition
11. Radio Education—
To enrich the regular school work
12. Appraisal Committee—
Make a critical appraisal of the work of the 76th Annual Convention and of all subsequent annual conventions
13. Indorsements and Appreciations
American Education Week, Educational Policies Commission, Horace Mann Centennial, Honoring Educational Leaders, Repeal of the Red Rider, Kindergarten, Restoration of Educational Programs, Education for Public Service, Membership, Calendar Reform, Teacher Education, Foundation for the Blind.

STATE CONVENTIONS

School Board Secretaries—
HarrisburgFeb. 1
School Directors—HarrisburgFeb. 2 and 3
For Programs, See the January Issue of PUBLIC EDUCATION

INSTRUCTION

DR. PAUL L. CRESSMAN
Director Bureau of Instruction

AN APPROACH TO SPECIAL EDUCATION

(Abstract from the address delivered by Dr. Lester K. Ade, Superintendent of Public Instruction, before the Pennsylvania Conference on the Education of Exceptional Children.)

ENRICHMENT OF EXPERIENCES

There have been numerous times when we have wanted to think of a classroom as a place where there were no such things as textbooks, and where it was not realized by the pupils or the teacher that there were any activities as arithmetic, spelling, English, writing and the like. Our job, yours as teachers, and mine as administrator is not to see that the children with whom we are working learn arithmetic, or spelling, or any particular activity; but rather to see that these children live more richly with our cooperation than they would if they were out in the streets, or at the movies, or even in the home.

MEANINGFUL EXPERIENCES

How much more meaningful is a child's life if he encounters class situations growing out of the experience of being alive in a social group. For example, he might feel the need of looking up in a mail order catalog the price of traps, or coats, or wagons, or trains, or anything else that may have been at his level of interest as a means of learning whether or not the class could afford to order equipment for themselves. Here he naturally encounters the situations necessitating reading, writing, computation and spelling. He also encounters the opportunity to investigate the route the goods have to travel, the location of certain towns he hears about, and the distances to the places he knows.

Whether we are thinking of the superior child or the inferior child, the blind child or the deaf child, the crippled child, or any other kind of child, our job is to furnish children the opportunity to live in an environment where they will be given, or encouraged to develop for themselves, a wide variety of meaningful experiences as a result of which they will be able to live more richly after they leave school.

The school has too long been a highly artificial place which children have honestly, and probably justifiably, disliked. It might be well for us to realize fully this fact: to the extent the school situation departs from a social living situation, to that extent it will be failing in its real purpose.

Every child has the right to succeed. All children can not expect to be Horace Mann's or Abraham Lincoln's, or Thomas Edison's, but they have every right, from the standpoint of their own mental integrity, to succeed in some activity that is neither insultingly simple nor discouragingly complex.

THE RIGHT TO CONTRIBUTE

Each child has a right to feel that he is a contributing member of a group. Whether his attitude is one of contributing services by cleaning the erasers, or contributing an

(Continued on Page 10)

ADULT EDUCATION CONGRESS

A. W. CASTLE

Chief, Division Extension Education

The Annual Congress of the Pennsylvania State Association for Adult Education was recently held at Harrisburg to consider current problems and the expansion of the organization and the state-wide program.

The Pennsylvania State Association for Adult Education now embraces a Department of School Extension Service, a Department of University Extension Service, a Department of Library and Museum Service, a Department of Literacy and Citizenship Training, a Department of Recreational Service, a Department of Vocational Education, a Department of Leadership Education, and a Department of Federal Adult Education Services.

The organization of a Department of Adult Education Councils had been requested and authorized, and was organized at the recent conference. Other departments are in the process of being formed to provide a logical clearing house for all agencies active or interested in educational, recreational, or social service for out-of-school youth and adults.

The purpose of the Association is to coordinate the adult education services of the Commonwealth, to eliminate duplication of effort, and to enlist the interest and facilities of all adult education agencies in the support of each.

The Program Committee arranged for several outstanding contributions by adult education leaders of national and international reputation. The opening address was delivered by Dr. Harry A. Overstreet, Head Department of Philosophy, College of the City of New York. Dr. E. C. Lindeman, Director, Department of Community Organization for Leisure, Federal Works Progress Administration, addressed the extraordinary session of the Department of Leadership Education. Dr. Ned H. Dearborn, Director of the Division of General Education, New York University, gave the closing address.

"WHO'S WHO IN AMERICA" AND HIGHER EDUCATION

Wendell S. Brooks, of the University of Oregon, has studied the published sketches of 29,389 persons whose names appear in the 1936-37 "Who's Who in America" and for whom adequate details are given as to their education. He finds that of this number, 21,961 are graduates of universities or colleges, conferring baccalaureate degrees in letters, science or philosophy, including naval, military and others. This group constitutes 74.73 per cent of the total as compared with 63.67 per cent of an earlier report, and as compared with 59.15 per cent in the edition of 1916-17.

Besides the college graduates, 3,476 had shared the privilege of attending college or university for a time, though they were not graduates. These non-graduates constitute 11.83 per cent of the entire number, making a total of 86.56 per cent who had the advantage of some college training before starting out to make their life careers.

Summarizing, "practically seventy-five out of each one hundred persons whose life-sketches appear in the book are college graduates, and eighty-six out of each one hundred attended college."

From time to time higher education is criticized. "A few fleas are good for any dog," but, when it is asserted that higher education is a handicap rather than a help, the assertion is not borne out by the facts. These facts, too, include the business world, for the largest occupational classification in "Who's Who" is Trade, Industry and Business. This embraces a group of 5,725 names of business leaders.

Mr. Brooks concludes his study with these words: "With the memory fresh as to the financial straits in which many educated persons have lately found themselves, it is heartening to note that the publishers of 'Who's Who' still insist, 'The conclusion that education pays is inescapable.'"

—P.S.E.A. Education Bulletin.

Conference to Study Problems On Community Organization February 9-12

A conference to study various situations, problems and approaches to community organization will be held in the Education Building, at Harrisburg, on February 9, 10, 11 and 12.

Since the program set up is for a working conference, the attendance is limited to interested members of the Department of Public Instruction and the Department of Welfare, the State Staff and District and Assistant District Supervisors of the National Youth Administration, and the State Staff and District and Area Supervisors of the Education and Recreation Division of the Works Progress Administration.

Miss Irma Ringe, Assistant Federal Director of the Recreation Division, Works Progress Administration, will be in attendance for the full period of the conference to act as consultant for the discussion work. Doctor Eduard C. Lindeman, Federal Director of the Recreation Division, Works Progress Administration, Washington, D. C., will be in attendance for one day of the conference as consultant.

The program will include discussion of the following questions:

1. What are indications of needs for community organization in your area?
2. How will decisions be made as to places where you will devote systematic effort to community organization?
3. Are there problems arising out of community councils, community relationships, cooperating committees?
4. Are there problems arising out of the scope of work of various community agencies and need for working through and with these agencies?
5. Are there, out of your experience, questions or suggestions as to methods of approaching community organization?

INSTRUCTION—Continued

MATERIALS OF INSTRUCTION

Some Curricula in Current Use in States and Districts

ALAN O. DECH

Adviser on Curriculum Construction

In previous numbers of the Pennsylvania PUBLIC EDUCATION Bulletin, the following lists of representative curricula have been presented: A, General; B, Agriculture; C, Art; D, Commercial Activities; E, English; F, Guidance; and G, Health and Physical Education.

The following curricula in the fields of Home Economics, Industrial Art, Kindergarten-Primary, Languages and Library are representative of many now being offered in various cities and states of America:

H. HOME ECONOMICS

Place	Title	Grade	Date
Atlanta, Ga.	Course of Study in Home Economics.	7- 9	1935
Florida State	Home Economics Course of Study for Florida High Schools.	7-12	1935
Lakewood, Ohio	Home Economics. A Tentative Course for Junior High Schools.	7- 9	1933
Los Angeles, Calif.	Junior High School Program in Household Arts.	7- 9	1936

I. INDUSTRIAL ART

Baltimore, Md.	Tentative Course of Study in Electrical Work—Pre-Vocational Classes.	7- 9	1934
Idaho State	Tentative Course of Study in Industrial Arts for Junior and Senior High Schools.	7-12	1933
South Dakota State	Course of Study for Industrial Arts.	9-12	1935

J. KINDERGARTEN—PRIMARY

Manitowac, Wis.	Described Teaching Units for Kindergarten.		1935
New York State	Curriculum Guidance for Teachers of Two—to Five-Year-Old Children.		1936
New York State	Curriculum Guides for Teaching of Five-Year-Old Children.		1935

K. LANGUAGES

Florida State	Foreign Language Course of Study.	7-12	1935
Minneapolis, Minn.	Course of Study in Modern Foreign Languages.	9-12	1936
New York State	Syllabus in Ancient Languages.	9-12	1936
New York State	Syllabus in Modern Foreign Languages.	9-12	1936
North Carolina State	Course of Study in Foreign Languages—Latin, French, German, Spanish.	9-12	1935
Virginia State	Tentative Course of Study for Virginia Secondary Schools—French and Spanish.	9-12	1935

L. LIBRARY

California State	Effective Use of Library Facilities in Rural Schools.	1- 6	1934
Fort Worth, Texas	A Tentative Course of Study.	3	1933
Lakewood, Ohio	A Tentative Course of Study for Junior High Schools.	7- 9	1933

AN APPROACH TO SPECIAL EDUCATION

(Continued from Page 9, Column 1)

original composition, or whether it consists of contributing some form of annoyance, must rest in the last analysis with the teacher. If we were to make a judgment on the basis of crime and lawlessness, greater provision must be made to encourage more socially acceptable contributions.

THE RIGHT TO PERSONAL GROWTH

Personality is a product of proper education. We can teach them when and how to smile, or we can teach them when and how to pout and frown. We can teach them at what to be angry, or we can teach them what to love. Much of this we probably do unintentionally, but we do it nevertheless.

NEED OF NURTURE

It has been falsely assumed that "genius will out", or that "superiority will assert itself", without encouragement. One might just as correctly assume that if a seed having very superior potentialities should fall on barren rock, it would take root, grow and develop to the full possibilities it originally possessed. Superiority, like all other degrees of capacity, must be nurtured.

It is unfortunate that we have not been able to measure the loss that has thus far accrued to society through the neglect of our superior children.

Pennsylvania Ranks First At National Poultry Exposition

H. C. FETTEROLF

Chief, Division of Agriculture Education

Pennsylvania attained a distinguished record at the National Poultry Exposition recently held in New York City when a boy from Mansfield and a poultry team from Benton, were awarded first places in their respective competitions.

Darwin Neal, of Mansfield, was judged the best poultry boy of the North Atlantic Region at the National Exposition, and was given a cash award of \$25.00 and a trip to New York City to attend the National Exposition, with all expenses paid. He is a pupil of Mr. T. W. Crittenden, Supervisor of Agriculture, at Mansfield.

The Benton Township Demonstration Team, which represented Pennsylvania, won first prize in this class of competition at the Exposition. This team also ranked first in the poultry demonstrations at the 1937 Farm Show. They were awarded a cash prize of \$25.00. This is the second year that Pennsylvania has taken first honors in the demonstration contest in New York.

TESTS FOR MOTORISTS

Practical Devices for Measuring Skill and Aptitude for Driving Of Use to Schools

The present compilation comprises various forms of tests used in determining the skills and aptitudes as well as the accuracy of information at the command of an automobile driver or a prospective driver:

Project on Traffic and Driving Knowledge

American Automobile Association, Washington, D. C.

Skill Drivers Test

Pennsylvania Indemnity Corporation, Philadelphia

Test for Automobile Drivers

George Washington University Series

2026 G Street, Washington, D. C.

Highway Safety Test

Travelers Insurance Company, Hartford, Connecticut

How Good a Driver Are You?

Travelers Insurance Company, Hartford, Connecticut

What's Wrong with these Drivers and Pedestrians?

Travelers Insurance Company, Hartford, Connecticut

Examining Applicants for Drivers Licenses

National Safety Council, One Park Avenue, New York City

National Safe Drivers Test

National Safety Council, One Park Avenue, New York City

Project on Traffic and Driving Knowledge

American Automobile Association, Washington, D. C.

INSTRUCTION—Concluded**Forty-Nine Schools Improve Classification**

Secondary Systems Reorganize to Accommodate Modern Programs

H. FRANK HARE*Chief, Division of Secondary Education*

Forty-nine of Pennsylvania's 1,240 public secondary schools have earned new classifications by reorganizing their systems on a more modern basis, according to Lester K. Ade, Superintendent of Public Instruction. Of this number, thirteen are new schools which have received their first classification in 1937. Most of these are new junior high schools. Eighteen others have reorganized by changing from vocational schools and three-year secondary schools to six-year Junior-Senior secondary schools. Fourteen more have gained new classifications by adding a year to their present program and becoming four-year or six-year secondary schools. The remaining four have converted their organization from six-year schools to four-year schools; and one was discontinued at the end of the last school year.

Following is a report by counties of the new and reclassified secondary schools as reported by Doctor Ade for 1936-37:

District	Classification 1935-36	Classification 1936-37
ALLEGHENY	Secondary School	Secondary School
Neville Township	5 Year Junior-Senior	6 Year Junior-Senior
North Versailles Township	New	2 Year
O'Hara Township	Junior	4 Year Junior
Penn Township	No Classification	2 Year
Pittsburgh		
Allegheny	4 Year	Senior
Port Vue	New	Junior
Snowden Township	2 Year	3 Year
BEAVER		
Darlington Joint	Vocational	4 Year
Harmony Township	New	Junior
BERKS		
Lower Alsace Township	Junior	4 Year Junior
Reading City		
Northwest	Junior	4 Year Junior
BLAIR		
Antis Township	4 Year	6 Year Junior-Senior
BRADFORD		
Smithfield Township	3 Year	6 Year Junior-Senior
BUCKS		
Bensalem Township	New	Junior
Northampton Township	4 Year	6 Year Junior-Senior
BUTLER		
Bruin	3 Year	4 Year
CHESTER		
New London Township	3 Year	2 Year
Spring City	4 Year	6 Year Junior-Senior
CLARION		
Clarion Borough	Junior-Senior	6 Year Junior-Senior
Clarion-Limestone Joint	New	4 Year
COLUMBIA		
Beaver Township	2 Year	3 Year
Centralia Borough	4 Year Junior	5 Year Junior-Senior
CRAWFORD		
Conneautville	Vocational	6 Year Junior-Senior
Conneaut Lake	4 Year	6 Year Junior-Senior
CUMBERLAND		
Wormleysburg	New	Junior
DELAWARE		
Upper Chichester Township	New	4 Year Junior
ERIE		
Waterford Joint	Vocational	4 Year
HUNTINGDON		
Alexandria-Porter Joint	4 Year	6 Year Junior-Senior
INDIANA		
Canoe Township	6 Year Junior-Senior	4 Year
JUNIATA		
Juniata Joint	New	4 Year
LANCASTER		
East Donegal Township	4 Year	6 Year Junior-Senior
Lancaster City		
George Ross	No Classification	Junior
LEHIGH		
Fountain Hill	5 Year Junior-Senior	6 Year Junior-Senior
LUZERNE		
Dallas Township	Vocational	6 Year Junior-Senior
Dupont	2 Year	3 Year
Pittston Township	2 Year	3 Year
Warrior Run	6 Year Junior-Senior	4 Year

(Continued on Page 19)

Standards For School Mental Clinics

Proper Certification of Staff and Adequate Equipment Vital to Efficient Service

DR. T. ERNEST NEWLAND*Chief, Division of Special Education*

The public school, in its effort to serve all the needs of all the children, is developing more mental clinics to serve the interests of children who are not able to profit by the regular classroom instruction. Increasing enrolments place a larger responsibility on these clinics for children, and for that reason serious efforts are being made to organize them on a high level of efficiency.

The State Council of Education, which approves these clinics and recommends the placement in special classes of children who are retarded, has adopted specific standards by which to determine the efficiency of these institutions. The personnel of the mental clinics are required to be properly certified as school psychologists, or possess equivalent education and experience.

The equipment of the clinic must be adequate to determine with reasonable accuracy the rate and level of mental ability, degree of special talents and defects, degree of educational attainment, sensory defects, and interests and personality traits. The procedure of the clinic shall include a psychological examination, the preparation of a social case history, and, when warranted by the nature of the problem, a medical and psychiatric examination.

Since the recommendations of these specially prepared instructors are used as a basis for assigning children to special classes of learning, it is important that they have competent workers in this field, and that their recommendations be based on accurate information. The only persons whose recommendations can legally be used as a basis for school exclusion on mental grounds are psychological examiners, and public school psychologists who have been certified by the Department of Public Instruction.

State Council Approves New Curriculums

(Continued from Page 3, Column 3)

Business Education Curriculum

To provide the necessary background for the adult education curriculum, the State Council of Education further approved a business education curriculum similar to that offered at the State Teachers College at Bloomsburg and the State Teachers College at Indiana. Use will be made of the facilities of the business education curriculum and the equipment and teaching staff to enrich the special features of the professional curriculum in adult education. The satisfactory completion of four years of business education at the college will permit graduates to teach commercial activities in the secondary field in the public schools, and, in addition, qualify such students to teach adult education classes if the proper elective courses have been pursued.

PROFESSIONAL LICENSING

DR. JAMES A. NEWPHER
Director Bureau of
Professional Licensing

715 TAKE PRE-PROFESSIONAL EXAMINATIONS

Seek Secondary Credits to Enter Professional Schools

Wide Range of Ages, Ambitions and Affiliations of Candidates Revealed

ALBERT J. McGLYNN

Adviser, Division Pre-Professional Credentials

Seven hundred and fifteen candidates from every part of Pennsylvania avail themselves of the opportunity to qualify for admission to professional schools, by taking the pre-professional examinations given semi-annually in seventy-two cities of the Commonwealth. These candidates, whose ages range from eighteen to fifty-seven years, had not, for one reason or another, secured a secondary school education at the regular time of their careers. Since practically every profession today requires secondary school graduation, or its equivalent, as a basis for admission to professional schools, there are many persons who qualify through the pre-professional service of the Department of Public Instruction to enter these higher institutions.

Fields of Examination

While there are about 750 candidates for the examination, there are 885 tests given, many candidates taking tests in two or more subjects. In English, 338 were examined; in social studies, 414; in commercial subjects, 294; in foreign languages (French, German, Spanish, Italian, and Latin), 59; in science, 561; and in mathematics, 219. Of the 1,885 tests, 1,011 were successful and 874 unsuccessful.

Examination Centers

The examinations were conducted in Philadelphia, West Philadelphia, Pittsburgh, Harrisburg, Western State Penitentiary, North-Eastern State Penitentiary, and the sixty-six county seats. The center attracting the largest number was Philadelphia, where 267 of the 715 candidates were examined; West Philadelphia, 123; the county seats account for 192; Pittsburgh, 110; Harrisburg, 11; Western State Penitentiary, 5; and North-Eastern State Penitentiary, 7.

Age of Candidates

The ages of the 715 candidates ranged from eighteen to fifty-seven years. The greatest number, by decades, were between twenty and thirty years of age, and the next greatest number were from thirty to forty years of age. The following table gives the ages of the candidates in ten-year periods:

Below 20.....	92
From 20 to 30.....	291
From 30 to 40.....	214
From 40 to 50.....	62
Above 50	8
Age not given.....	48

The Birthplaces of Candidates

A score of nations are represented in the birthplaces given by those who took the pre-professional examinations. The greatest number, 641, were born in the United States. Twenty-one were born in Ireland; eight in Germany; six in England;

and four or less in Poland, Russia, Austria, Canada, Hungary, Italy, Scotland, China, Cuba, Holland, Lithuania, Roumania, Sweden, Wales, and Yugoslavia.

In the case of 611 candidates, both parents were born in the same country. For example: 416 candidates indicated that both parents were born in the United States; forty-two indicated that both parents were born in Ireland; twenty-nine in Italy; twenty-six in Russia; sixteen in Germany; twelve in Poland; ten in England; nine in Austria; eight in Hungary; and five in Czechoslovakia.

Present and Anticipated Occupations of Candidates

The candidates for the examinations are now engaged in approximately twenty-five different occupations, ranging from housework to technicians. The greatest number, 167, gave their occupation as students. Eighty-five others were nurses; seventy-three teachers; sixty-four laborers; fifty-eight clerks; eighteen accountants; eighteen undertakers; thirteen stenographers; nine salesmen; eight houseworkers; and seven technicians. Six of the candidates were ministers. The candidates were preparing for similar occupations. Many were seeking higher preparation in their present fields of endeavor, while others were seeking new professions. By far the greatest number of candidates underwent the examination with a view to preparing for teaching. There were 211 of these. The next greatest number, 133, contemplated nursing as their professional career. Forty-one others anticipated undertaking; thirty-one public accounting; twenty-four medicine; seventeen engineering; sixteen pharmacy; fifteen the ministry; and twelve business.

A Valuable Public Service

These persons, by submitting their credentials and receiving definite directions from the Department, complete their secondary school work through these examinations in a comparatively short time. Having thus completed their pre-professional preparation they are eligible to enter higher institutions for further training after which they receive the necessary licenses. It is encouraging to discover the high percentage of these belated professional practitioners who attain eminent success in their respective fields of work. This success is accountable in part to the fact that those in mature life attack the problems of professional preparation with great determination.

One of the most vital and far-reaching services of the Department of Public Instruction is conducted under the Division of Pre-Professional Credentials which offers to thousands of candidates each year these examinations in secondary school and college subjects.

New Program of Undergraduate Engineering Instituted At Carnegie

A cooperative educational enterprise has been initiated which will link the Carnegie Institute of Technology and the Westinghouse Electric and Manufacturing Company in a new program of undergraduate engineering.

The new cooperative program, which will go into effect at the beginning of the next school year, will make it possible for a number of students with superior qualifications to take the usual technical courses for a degree at Carnegie Institute of Technology and, during the same period, to get extensive shop and engineering experience and education in the Westinghouse plant.

Of the group of students who will be selected to follow the cooperative course, a number, perhaps ten each year, will receive Scholarships. A Professorship of Engineering will also be established, and one of the duties of the holder of this position will be the supervision of the cooperative program.

Endowment For Research

A gift of \$300,000 from the Maurice and Laura Falk Foundation has been made to the Carnegie Institute of Technology for the support of a program of education and research in social relations of Carnegie Tech.

In recognition of Mr. Maurice Falk's life-long interest in social problems, the Foundation will establish at Tech a professorship of social relations, and the holder of this position will have charge of the new educational program at Carnegie. At the suggestion of the Carnegie Institute of Technology, the Chair will be known as a Maurice Falk Professorship of Social Relations.

SCHOLASTIC STANDARDS FOR CANDIDATES FOR BARBER'S LICENSE

By a present Act of Assembly, signed by the Governor on June 5, 1937, all barbers applying for license after September 1, 1937, when the Act becomes effective, must furnish evidence to the Department of Public Instruction of the completion of the eighth grade curriculum of the elementary school before eligibility for the barber's examination can be established. Similar information as to preliminary education of an eighth grade course must be furnished by applicants for admission to a barber school.

Complete information as to the type of diploma, certificate, or other official evidence of the completion of the eighth grade curriculum will be furnished by the Department upon request.

Henceforth, all candidates for the barber's license or for admission to a barber school, are requested to communicate directly with the Pre-Professional Credentials Division, Department of Public Instruction, Harrisburg, for details on how to establish this preliminary educational qualification.

Teacher Education and Certification

DR. HENRY KLONOWER
Director Teacher Education
and Certification

Deans of Instruction Consider Vital Questions

Dr. HENRY KLONOWER

Director, Teacher Education and Certification

Ten vital problems were included in the docket of business for the consideration of the Deans of Instruction of the State Teachers Colleges at their last meeting. Following are the problems discussed at the meeting:

1. Course equivalents in the evaluation of old credentials on the basis of the new curriculums.
2. (a) How may holders of State standard limited certificates keep their certification alive while earning credit toward the degree of bachelor of science in education in order to be certified ultimately to teach two or more fields in the secondary schools?
(b) Must the twelve hours required for the renewal of the State standard limited certificate be earned subsequent to the date of issue of the certificate?
3. Do students who expect to be certified in the field of science have to present definite prerequisites for work completed in a secondary school even though all students must have two years of science as Biological Science I or II and Physical Science I or II?
4. Courses to be used for permanent certification.
5. Minimum requirements for adding secondary school subjects to

a college certificate in the elementary field.

6. How far should Deans go in determining specific course content in the new curriculums?
7. Is too much pressure put on students to participate in extra-curricular activities? How can extra-curricular activities be best scheduled for commuting students? Best way to record extra-curricular achievements on students' permanent record cards.
8. Should there be an attempt at uniformity among the colleges in the transfer of old credits to the new curriculums, especially in the case of teachers-in-service who have completed work for certification and are working toward a degree? Should the State Department be asked to make out a check sheet, as was done when the last change in curriculums was made? Evaluation of non-standard credentials, new consideration.
9. Is it the understanding that students graduating up to and including the summer session of 1938 shall have their work checked on the old curriculums and that all later graduates will have their credits worked out on the basis of the new curriculums?
10. The extent to which courses already completed by teachers-in-service may be substituted.

list of the nineteen institutions represented this year, together with the number of persons qualifying for a certificate through graduate work in the respective universities is given herewith:

Bucknell University	13
Columbia University	15
Cornell University	1
Duke University	12
Harvard University	1
New York University	15
Ohio State University	1
Pennsylvania State College....	37
Rutgers University	1
Temple University	10
University of Alabama.....	1
University of Chicago.....	1
University of Colorado.....	1
University of Kansas.....	1
University of Maine.....	1
University of Michigan.....	1
University of Pennsylvania....	19
University of Pittsburgh.....	58
University of Wisconsin.....	1
Total	248

University Facilities Adequate

It would be difficult to select a group of universities that is more representative and possesses better facilities for instruction in the field of general school administration than the one just given. The conclusion is evident that candidates for this type of administrative service are measuring up to the standards of instruction contemplated in the regulations.

Increasing Interest in Supervising Principalships

Candidates Seek Preparation at Many Universities

JONAS E. WAGNER

Adviser, Elementary Teacher Education and Certification

The advancing program for the education of administrative officials is shown by the increasing number of teachers and younger principals who are qualifying for the position of a supervising principal of schools. This is evident from the number of supervising principals' certificates issued during the calendar year 1937, which exceeded by one-fourth the average record for the last five years. The actual number of certificates issued during the twelve months' period was 248. The average of the previous five years was 200.

More Candidates Enter Universities

The number of applicants offering graduate work in lieu of administrative experience is changing in a similar manner. A few years ago less than fifty per cent of those who qualified for a supervising principal's certificate did so on the basis of graduate instruction. This year approximately three-fourths of the group offered appropriate courses in administration and supervision on a graduate level. The figures indicate, however, that only about one-half

of the applicants have completed the requirements for a master's degree.

Requirements for Certificate

The specific requirements for the certificate include evidence that the applicant is (1) the holder of a college certificate, (2) has had six years of successful teaching or a combination of teaching and supervisory experience, and (3) has had three years of administrative and supervisory experience with not less than six teachers under his supervision, or, in lieu thereof, has completed a minimum of twelve semester hours of approved graduate courses in administration and supervision.

Nineteen Universities Attract Candidates

Of particular interest is the type of institution at which the advanced study is pursued. A total of 190 of the 248 applicants attended nineteen universities, including the Pennsylvania State College. The great majority of these institutions are located in other states, although the major portion of matriculants is found in Pennsylvania. A

What is the Secret of the Good Teacher?

His secret lies along three lines. First, he must be sensitive to the way the student feels and thinks. He must understand the difficulties and the embarrassments of each student. Never must he do anything to make the student feel ashamed if he doesn't know the answer or to indicate that he has asked a foolish question.

The good teacher will look to the practical management of the classroom. He will work out every detail of his management in advance. He will never make assignments that will swamp the students or for which the books are not available. He will seat the students carefully, giving the deaf and the short-sighted, for example, special consideration.

Finally the teacher will be sensitive to significant current problems; he will help to clarify today's situation in whatever subject is under consideration. And he will point the way to future developments. In my classes in education, for instance, we are working on schoolroom methods half a generation in advance of those of today. I mean, it will take popular practice a half-generation to catch up with the best available theory.

William H. Kilpatrick

STATE LIBRARY and MUSEUM

DR. JOSEPH L. RAFTER
Director State Library and Museum

FREE MUSEUM TALKS FOR SCHOOLS

Academy of Natural Sciences Offers Series of Illustrated Discussions

GERTRUDE B. FULLER

Assistant Director, State Library and Museum

The Department of Education, of the Academy of Natural Sciences of Philadelphia, has announced its new free service for schools throughout Pennsylvania which are able to visit its museum. A series of Museum Talks or Lessons are now offered which include a discussion group with specimens, the viewing of lantern slides, and a tour of museum exhibits. Some seven topics which integrate with elementary and secondary school work in nature study, general science, and biology are available. All of these lessons are given on weekdays from one to four p. m. except Saturday. Appointments must be made well in advance.

Following are the general topics for the series of talks:

- Our Changing Earth and Its Treasures, Grades IV and above.
- Pre-Historic Life, Grade VIII and above.
- Insect Friends and Foes, Grade IV and above.
- Reptiles, Grade IV and above.
- Birds Around Us, Grade II and above.
- Furred Neighbors, Grade II and above.
- Early Man, Grade IV and above.

Franklin Institute Reaches the Schools

Program of Educational Activities Available to Pupils

The educational activities of The Franklin Institute, through a cooperative arrangement, are being made available to public school pupils of Pennsylvania. This great scientific and industrial museum—better known as the Wonderland of Science—was officially opened on the first of January 1934. From the beginning, The Franklin Institute has admitted the school children of the city of Philadelphia to the museum and planetarium upon presentation of school tickets issued without charge.

In May 1934, after further studying the school activities, the Franklin Institute adopted the policy of admitting suburban school children into the museum and planetarium at an educational discount rate. Evidence of the success of this arrangement may be seen in the fact that up to the present time over 200,000 pupils have visited the museum, while approximately the same number visited the planetarium.

The Franklin Institute is conducting monthly special demonstrations, which in themselves are interesting and of great educational value, and are a medium of encouragement for repeated visits to the museum, so that the students will get the utmost benefit from the 4,000 action exhibits in the fields of astronomy, chemistry, engineering, graphic arts, physics, and medicine.

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STATE SEALS

Interesting History Underlies Development of Synods

The State seal is an impressed device attached to a paper for purposes of authentication in the name of the Commonwealth, and the instrument by which it is made is a seal-press or stamp.

There were three kinds of provincial seals used in the early days of the Province, which later became the Commonwealth of Pennsylvania. The Great Seal appeared upon treaties, proclamations and other important documents, and had also a counter-seal or posterior face. The Lesser Seal is found upon the laws, decisions of the Supreme Court, and less important executive and judicial papers. The Seal at Arms may be seen upon summons to the General Assembly and orders addressed to provincial officials.

The Great and Lesser Seals of Pennsylvania differed only in size; the chief device was the Penn Coat of Arms, the inscription changing with the proprietorships. The Seal at Arms varied with the different Governors who introduced their own arms or modifications of them.

The Constitutional Convention of 1776 provided that all commissions should be marked with the State Seal, but it was not until 1778 that a seal appeared bearing the inscription "Seal of the State of Pennsylvania." It has been modified several times.

In 1791 the General Assembly designated the seals in use by the Supreme Executive Council as the State seals. The Great Seal is described in the Act of March 2, 1809. This seal persisted for forty years. In 1854, during the administration of Governor William Bigler, a modification of the seal was used. In 1858 a correction was made in the inscription. Another modification was made in 1868 by the introduction of the scroll-work design in the lower segment of the circumferential band. The seal now in use was adopted in 1893, although use was made of the older design for a year or two after that date. The new design omitted the festoon about the upper part of the shield and the ship and plough were faced from right to left.

The present form of the seal bears heraldic colors. These colors are represented by conventional signs: the transverse lines indicate blue, the dots or points mark gold, and the oblique lines represent green.

The seals of Pennsylvania have from time to time varied in actual color. The Great Seal of William Penn was the color of red wax of which it was composed. Then followed one of white, which persisted to 1852, when other tints were used. Governor Bigler used a yellow, and sometimes a green one. Governor Curtin's seals were red or blue. The use of the gilt seal began with Governor Geary and is still employed.

The seal is impressed directly on the document, but prior to 1780 it was from time to time stamped upon ribbons, wax and other devices, some of which are still used to give body to the seal and permit of a double impression—obverse and reverse.

PENNSYLVANIA IN HISTORY

MAJ. FRANK W. MELVIN
Chairman Pennsylvania Historical
Commission

Pennsylvania Beginnings in the Colony of New Sweden

SYLVESTER K. STEVENS

Historian, Pennsylvania Historical Commission

As early as 1624, the famous and illustrious Gustavus Adolphus, King of Sweden, proposed to found a free state in the New World for the furtherance of the commercial renown of his kingdom and the establishment of a locality "where the laborer should reap the fruits of his toil, where the rights of conscience should be inviolate." The death of the Swedish monarch upon the battlefields of the Holy Roman Empire, November 6, 1632, at the battle of Lutzen, in the Thirty Years War, brought to an end any such ideal for the great Gustavus.

Dream of a Swedish Colonial Empire

Primarily, the final realization of this dream of Swedish colonial empire was to be the result of the energies and ambitions of an age of expanding commercial enterprise. Peter Minuit, French-Walloon, associated earlier with the Dutch West India Company, William Usselinx, Dutch founder of that great trading company, and Samuel Blommaert, Dutch merchant, together with the shrewd Swedish Chancellor of Queen Christina, Axel Oxenstierna, must be credited with driving forward the project for colonization by the formation in 1637 of the New Sweden Company. A typical 17th century trading company, this organization was controlled by both Dutch and Swedish capital until February, 1641, when entire control was purchased by the Swedish government for 18,000 florins. After vexing delays, two vessels, the *Kalmar Nyckel* and the *Fogel Grip*, furnished by the Crown and Company left Gothenburg in late November, 1637, bound for the New World. Ammunition, soldiers and considerable cash were provided by the Swedish government, though government control of the enterprise and the Colony founded was in the hands of the Company.

Landing in 1638

April 8, 1638 (New Style), this hardy band landed upon the west bank of the Delaware, near present-day Wilmington, at what was to later become a portion of the Colony established by the more familiar founder of Pennsylvania — William Penn. Charmed by the beauty of the region, the Swedes passed up the Minquas Kill to a point where an Indian encampment was located and proceeded to negotiate with the aborigines for the purchase of lands in accordance with instructions. Thus there began upon Pennsylvania soil the unique practice for North America of attempting to deal in some honesty and justice with the Indian inhabitants and to acquire from them lands through honorable and peaceful purchase. The lands acquired extended from the mouth of Minquas Creek to a point opposite present-day Trenton, New Jersey, along the west bank of the Delaware. Near the mouth of the creek was erected Fort Christina. Later land purchases extended the boundaries of the Colony.

Three Further Expeditions to Pennsylvania

From that date until 1643, three further expeditions under the auspices of the Com-

pany enlarged the population and resources of the Colony. Clergymen, domestic animals, agricultural supplies, and articles for trade were transported to the Pennsylvania settlements, and a flourishing outpost of European civilization in the New World sprang into being. The fourth of the Swedish expeditions on the ships *Fama* (Fame) and *Svanen* (Swan) brought to America the forceful personality of Johan Printz who, under the now government controlled company, was to become the first duly instructed Crown Governor of the Colony and to rule it with success for a decade. Printz, therefore, became the first Governor over a purely political government on the soil of Pennsylvania. The doughty Governor did not like the exposed location of Fort Christina and proceeded to found the first capital of Pennsylvania on Tinicum Island, between present Chester and Philadelphia, where was erected shortly, what was for the frontier of settlement of those times, a magnificent home and governing building, Printz Hall. Burned in 1645, it was rebuilt and stood for 160 years—the first capitol building for the later Commonwealth.

Under Johan Printz, First Governor

Under Johan Printz, New Sweden flourished as the green bay tree. The instructions of the Governor were such as to lead to a continuance of the former Indian policy, and the Colony was free to a remarkable degree from the vexations of strife with the Aborigines. The Governor was admonished: "The wild nations, bordering on all sides, the Governor shall treat with all humanity and respect, and so that no violence or wrong be done to them by Her Royal Majesty or her subjects aforesaid; but he shall rather . . . exert himself that the same wild people may be gradually instructed in the truths and worship of the Christian religion, and in other ways brought to civilization and good government, and in this manner properly guided. Especially shall he seek to gain their confidence, and impress upon their minds that neither he, the Governor, nor his people and subordinates are come into these parts to do them any wrong, or injury, but much more for the purpose of furnishing them with such things as they may need for the ordinary wants of life." Under the Swedish Lutheran Minister, Reverend John Campanius, the Lutheran catechism was translated into the Delaware tongue and missionary enterprise undertaken among the savages.

Religious Toleration

In further proof of the wise and benevolent intentions of Swedish colonial policy, there should be cited the exercise of the enlightened principle of religious toleration. At Tinicum there was erected in 1646 a Lutheran house of worship, the first church on Pennsylvania soil, but this did not mean that the State religion was the only faith to be permitted. The colonial instructions had emphasized that, "As regards religion,

we are willing to permit that besides the Augsburg Confession [the historic confession of the Lutheran Church], the exercise of the pretended reformed religion may be established and observed in that country, in such a manner, however, that those who profess the one or the other religion live in peace, abstaining from every useless dispute, from all scandal and all abuse." This was not complete toleration but, measured by the standards of the time, it was a wide extension of the principle of tolerance and exceeded only in the later history of Rhode Island and Pennsylvania as English colonies.

Agricultural Activities and Interests

New Sweden became a prosperous Colony within the period of its control by the Scandinavian power. Founded primarily out of commercial interest, it became rather an agricultural enterprise. No less than ten expeditions contributed to the growth of its population, though from 1649 to 1654 the Colony had been weakened by neglect and the pressure of the Dutch.

Last Expedition—1654

The last expedition from the homeland reached the Delaware May 20, 1654, under Johan Risingh, and proved an unwise venture because the hasty action of the Swedish commander in attacking the Dutch led to their retaliation under Stuyvesant and the destruction of the independence of New Sweden in 1655. The Dutch interfered but little, however, with the life of the people and the Swedish influence remained dominant until the arrival of Penn. By that date, it is estimated that at least four hundred of the original colonists and their descendants were living within the present limits of Pennsylvania. Under the English control, so dominant was the Swedish element that many of the councillors, statesmen and justices under the early Penn regime remained Swedes.

Swedish Contribution to the Commonwealth

Despite the fact that the beginnings of Pennsylvania were so definitely under the Swedes, historians and the public schools have overlooked the fact, and the overwhelming majority of the residents of the Commonwealth have heard nothing beyond the story of William Penn. It is true that the Swedish settlement was small in total numbers, but the beginnings of Pennsylvania colonially were as truly with Tinicum as were those of Virginia with Jamestown, and of New England with Plymouth. While the Swedes were later absorbed largely into the dominant English racial strain, as were all of the smaller racial groups in colonial Pennsylvania, their contributions to Pennsylvania civilization at its inception were as great as those of any other element. The Swedish Indian and religious policy alone justify favorable and extended consideration of New Sweden as a European colonial

(Continued Page 5, Column 2)

School Employees' Retirement Board

DR. H. H. BAISH
Secretary School Employees'
Retirement System

School Employees' Credit Unions

Teachers Benefit from Organizations of Members for Systematic Saving

J. Y. SHAMBACH

Deputy Secretary, School Employees' Retirement Board

Credit unions are serving public school employes and others in a number of ways. Some persons have found in them an incentive to begin a plan of systematic saving so that they might invest small sums regularly or at varying intervals in capital shares of such unions. Others have consolidated existing debts and have been encouraged to reduce them by saving regularly. Still others have invested their savings temporarily and have borrowed from the credit unions the balance needed to finance their summer vacation plans, including travel or study schedules. In a number of instances emergencies such as illness or accidents have made it necessary for teachers to begin borrowing for short periods of time.

Born of Economic Necessity

The business recession that began a few years ago gave impetus to the development of the credit union program. The organization of such unions enabled a number of teachers and other school employes to absorb to some extent the shock caused by reductions in their salaries. The Pennsylvania General Assembly found it necessary, in 1933, to authorize school districts during the biennium 1933-1935 to reduce salaries to ninety per cent of the minimum levels specified in the salary schedule act. If necessary, further reductions were authorized by law following an investigation and approval of the Superintendent of Public Instruction.

At the same time the General Assembly provided for supplementary support for financially distressed districts. Consequently it was not necessary to close any schools and thus deprive pupils of education facilities because of lack of funds. Reductions in salaries embarrassed a number of teachers and other school employes. Some teachers in financially distressed school districts found it necessary to borrow money until supplementary support could be secured from the State to pay them salaries that were past due. Groups of school employes that were in a position to organize credit unions assisted their members materially during these trying times.

Unions Provided for by Law

Act No. 260 of the Pennsylvania General Assembly approved May 26, 1933, P.L. 1076, provides for the organization of credit unions under State supervision. It defines such a union as "A cooperative society, in the nature of a corporate entity, incorporated for the two-fold purpose of permitting thrift among its members and creating a source of credit for them, at legitimate rates of interest, for provident purposes."

An Act of the seventy-third Congress approved June 26, 1934, authorizes the establishment of credit unions under Federal supervision which are to be organized "For the purpose of permitting thrift among members and creating a source of credit for provident or productive purposes."

Both these acts specify in detail the method by which credit unions shall be organized and operated. They both limit loans

to members with the provision that such loans are to be "for provident or productive purposes." The Federal Act specifies further that loans are to be made "with maturities not exceeding two years."

Pennsylvania Credit Union League

Managing Director, M. A. Pottiger, Pennsylvania Credit Union League, Harrisburg, has a number of interesting statistical data regarding credit unions. He has been generous in making these data available upon request.

Thirty of the three hundred fifty Pennsylvania credit unions have been organized for the benefit of school employes. Twelve of the unions, including teachers or other school employes, are under State supervision. Available records indicate that the first Pennsylvania credit union exclusively for teachers or other school employes began business in Ingram, Allegheny County, December 12, 1933. Five of the existing credit unions for teachers or other school employes began to function in 1934; eight, in 1935; ten, in 1936; and six, in 1937.

The records show that from December 12, 1933, to December 31, 1936, there had been 3,013 loans to school employes amounting to \$549,313.66. This represents an aver-

age loan of \$182.31. The twenty-three teachers or school employes' credit unions in active operation on December 31, 1936, reported 3,697 members with share holdings of \$244,317.88 and assets of \$296,024.13. It is noted that the average value of the share holdings owned by each member amounted to \$66.08.

The smallest credit union reported a membership of twenty-eight with share holdings of \$78.00, an average of \$2.78 per member. It had been organized in November, 1936, and was really not in active operation before the close of the year. The largest union showed a membership of 1,285 with share holdings of \$131,856.65, an average of \$102.61 per member. The teachers' or school employes' union, having the median number of members, reported a membership of sixty-six with share holdings of \$1,190.00, an average of \$18.03 per member.

Report of Earnings

The teachers' or school employes' credit unions that reported earnings during the calendar year, 1936, showed a yield which ranged from a fraction of a per cent to six per cent. One credit union showed a slight loss during the part of the year, 1936, it was in operation. During the period of time it had been doing business it had made only three loans. Organization expenses, which are a legitimate charge against earnings, were responsible for the slight loss. The largest three teachers' or school employes' credit unions, located in Pittsburgh, Philadelphia and Altoona, respectively, showed earnings of six per cent for the year.

Summary of Data

The following table summarizes some data regarding credit unions in Pennsylvania, reported at the close of the calendar year 1936:

Credit Unions	No. of Members 12-31-36	Share Capital 12-31-36	Total Assets 12-31-36	No.	Loans Since Organization Amt.	Gross Earnings 1936
School Employes....	3,697	\$ 244,317.88	\$ 296,024.13	3,013	\$ 549,313.66	\$ 21,034.00
Others	60,565	1,798,120.24	1,949,531.75	65,914	4,805,553.66	115,976.65
Total	64,262	\$2,042,438.12	\$2,245,555.88	68,927	\$5,354,867.32	\$137,010.65

SCHOOL CALENDARS

ANTICIPATING ANNIVERSARIES

- | | | |
|----|--|--------------------------------------|
| 18 | George Peabody, 1795-1869. Philanthropist, reformer, and educator. Elected to the Hall of Fame in 1900. | Elected to the Hall of Fame in 1900. |
| 20 | Better American Speech Week Begins. | |
| 21 | Father and Son Week Begins. | |
| 21 | Alice Freeman Palmer, 1855-1902. Educator, reformer, and lecturer, leader in college education for women. Elected to the Hall of Fame 1920. | |
| 22 | James Russell Lowell, 1819-1891. Poet, critic, and editor. Elected to the Hall of Fame in 1905. | |
| 22 | George Washington, 1732-1799. "The Father of His Country." Commander-in-Chief of the Army of the Revolution, presiding officer of the first Constitutional Convention. First President of the United States. | |
| 22 | Sir Robert Baden-Powell. Founder of the Boy Scouts in England-1908. | |
| 23 | Emma Willard, 1787-1870. Editor, author, and pioneer in the education of girls. Elected to the Hall of Fame in 1905. | |
| 23 | Johannes Gutenberg, 1397-1468. Inventor of printing. | |
| 26 | Victor Hugo, 1802-1885. French poet, novelist, dramatist. | |
| 27 | Henry Wadsworth Longfellow, 1807-1882. Poet, Professor at Harvard. Elected to the Hall of Fame in 1900. | |
| 28 | Mary Lyon, 1797-1849. Educator, founder of Mount Holyoke College. Elected to the Hall of Fame in 1905. | |

TEACHERS OF STATE CONVENE

Hear Timely Talks and Discuss Vital Professional Problems

Introductory

Approximately 3,000 delegates, teachers, and friends of education gathered in Harrisburg for the annual three-day convention of the Pennsylvania State Education Association recently held in Harrisburg. Officially representing the 285 branches of the Association were 632 delegates from the eight convention districts of the Commonwealth.

The meeting was marked by many instructive, stimulating, and inspiring addresses as well as conferences and round table discussions of problems vital to the profession of teaching. Among these latter were the legal policies of the Association, the legislative program for 1939, Federal aid for education, and the forward look of the program.

Speakers

Among the speakers who addressed the general session and conferences of the Convention were:

Lester K. Ade, Superintendent of Public Instruction

M. L. Altstetter, Educational Specialist, Cooperative Study of Secondary Standards, Washington, D. C.

Harry Elmer Barnes, Lecturer and Writer, New York City

O. H. Benson, National Director of Rural Scouting, New York

Jay A. Bonsteel, United States Soil Conservation, Williamsport, Pennsylvania

Edmund deS. Brunner, Teachers College, Columbia University

Governor George H. Earle, Harrisburg

Henry Lee Ewbank, Department of Speech, University of Wisconsin

Clare Gerald Fenerty, Former Congressman, Philadelphia

Samuel W. Grafflin, White Plains, New York

Lord Marley, British Statesman and Peer
Mary Elizabeth Osborn, Instructor in English, Hood College

Emily A. Tarbell, President, NEA Department of Classroom Teachers, Syracuse, N. Y.

Alvin C. Watson, Associate Regional Conservator, Department of Agriculture, Soil Conservation Service, Williamsport

J. Henry White, Lecturer on Chinese Art, Lake Ariel

Freida G. Winning, Department of Home Economics, New York University

Frank W. Wright, Former Assistant Commissioner of Education in Massachusetts, Watertown, Mass.

Claire T. Zyve, Assistant Professor of Education, New York University

Following are abstracts of some of the addresses heard at the Convention of the 1937 Pennsylvania State Education Association:

The Cooperative Study of Secondary School Standards and Its Significance in the Secondary School

M. L. ALTSTETTER

Educational Specialist, Cooperative Study of Secondary School Standards, Washington, D. C.

The Cooperative Study of Secondary School Standards is a nation-wide organization representing all the regional associations. Its purpose is the revision of existing secondary school standards or the formulation of new bases of admission to college and of improving secondary schools. When this organization began functioning over four years ago admission to college seemed to be the problem of primary concern, but with time emphasis seems to have shifted more and more to the problems of determining what are the characteristics of a good school and of making any school a better school. Heretofore the relationships between the individual school and the accrediting association have been almost entirely the concern of the administrative head. Not unusually, classroom teachers knew nothing about such relationships, except when the school was seeking accreditation or losing its standing. The Cooperative Study believes that every teacher should have an active share and responsibility in determining the general program and procedures of the school, not because the head of the school is necessarily incompetent but because every teacher should make some constructive contributions. The primary concern of the teacher will still be teaching. However, teaching can be made both more effective and more enjoyable if proper provisions are made and work is more intelligently done.

In what ways and by what means will the Cooperative Study promote such results and increase the productiveness of all staff members? (1) Emphasis is placed on stimulation—every staff member and every school should become better; teaching and learning are to be made more effective and more enjoyable. (2) A program of pupil guidance should be operating effectually. This involves better understanding of boys and girls, their interests, ambitions, and abilities, and better means of helping them attain desirable life aims. (3) Testing, measuring, and evaluating activities, achievements, and outcomes merit constant attention by staff members and pupils alike. A number of scales have been devised for aids in such tasks. (4) Better cooperation between all staff members, pupils, and community is suggested in numerous ways and cases. (5) A well organized and functioning library is strongly advocated. Several scales for evaluating books and periodicals have been devised. (6) The characteristics of a good pupil activity program and their organization are set forth. (7) Bodies of carefully selected outcomes for the various subject fields and for the entire school program are given. (8) Means of making the school plant and equipment function more effectively are suggested. (9) The organization, operation, and personnel for administering the school receive due emphasis and suggestions for their proper functioning are made.

Present Rural Educational Problems

EDMUND deS. BRUNNER

Teachers College, Columbia University, New York City

The world of the farm child is no longer just the farm and the hamlet center of the horse and buggy era. It now ranges over an automobile community and includes the town center. Also the teacher at the center faces not just village children but farm boys and girls as well. Activities, extra-curricular programs, class illustrations are among the things affected by this change.

Population trends also affect the rural school. Seven states and many cities, including a number in this State, are no longer producing enough children to sustain the present level of population. Rural America has become the seed bed of the nation, rural Pennsylvania the seed bed of the State. Assuming a return to a normal economic situation, one-half the pupils in your rural schools will earn their living and spend their adult years in the city. The greatest population reserves nationally are in our socially most disadvantaged areas. This is somewhat though less true in this State. Here lies one great argument for State and Federal aid to rural education. Literally, the Pennsylvania and the America of tomorrow will be what the rural teachers make it, will be determined by the cultural level and the social attitudes their pupils attain.

This is a great opportunity and a great responsibility. It affects curriculum instruction and the guidance now required in your schools. It throws the heaviest task upon the weakest educational institution. Meeting the situation will be the work of years but the first step is an understanding on the part of the teachers and administrators, especially the rural ones, of the facts and the problem.

The depression has produced some gains and some changes which it may be of interest to catalog. Since 1930 there has been a gain of 57.7 per cent in rural secondary school enrolment, and of 8.7 per cent in elementary schools. There has been a great gain in the professional preparation of school teachers. In 1924, two-fifths of the village school teachers had college degrees, in 1937, two-thirds. (Pennsylvania—55 per cent.) In the open country in 1924 only 4.5 per cent of the white teachers were college graduates; in 1937, 22 per cent. Those with only secondary school education, one in thirteen in 1924; outside the South, one in twenty in 1937.

There was a great change in the curriculum, amounting to complete reorganization in one school in nine in the village centers. Will this handicap the open country school child destined for the secondary schools of such places? There was a great increase in social studies and in commercial courses. There was a far richer extra-curricular and community program. This may or may not be a reflection of the improved social life in these communities.

In the main, it is clear that while rural America has suffered severely in this depression, it is by no means defeated. It has not surrendered its hopes and ideals. It looks to the schools as one agency for making its dreams come true.

Danger of War

RT. HON. LORD MARLEY

Distinguished British Statesman and Peer

The maintenance of world peace can no longer rely on the acceptance of any rules of international law and justice. There is a general contempt for Treaty provisions, and the collective security of the League of Nations is not strong enough to be an important factor. Nevertheless, there are certain hopeful features. No nation desires war; the risk is that the active policies being pursued (unless modified or their demands conceded) must lead to war. It is possible that collective security may still be invoked, as a result of an encroachment upon the vital interests of the Great Democracies. Such, for example, was the proposed Mediterranean anti-Piracy Plan; such is the proposed Far Eastern Conference. The rearmament plans of the Democracies, which have no aggressive intentions in any part of the world, may eventually result in the building of a strong peace front which aggressive powers would not dare to attack. The remarkable resistance of the democratic forces in both Spain and China are hopeful features, as is the evident caution of the more moderate elements in Germany (particularly the German General Staff) and the non-aggressive policy of the USSR.

There is a development along yet another hopeful road—an increasing realization of the importance of the economic as compared with the political factors in world appeasement. The U.S.A. has taken a valuable lead in the proposals of Secretary Hull for bilateral trade treaties, which should be followed up to the fullest extent throughout the world. It is unfortunate that the Totalitarian policy of economic self-sufficiency runs directly counter to this line of advance. The importance of economic factors has been realized and the recent report of the Raw Materials Committee of the League deals with a vital aspect of the problem. There is an increasing realization of the ill effects of trade restriction, quotas, and preferences (such as the British policy of Imperial Preference). The Oslo Powers have already formed a low tariff group in Europe, and every attempt should be made to secure trade treaties between the various British Dominions and the USA, as well as a Treaty between Great Britain and the USA.

National Trade should be based on national and not on sectional interest, and tariff policies should be based on such considerations alone. There can be little doubt that political appeasement will follow economic understandings, and a growth of world prosperity makes less advantageous the use of force and war. Probably the greatest single factor towards the establishment of world peace would be an economic unity of purpose between the United States of America and the British Commonwealth of Nations. From this could emerge a strengthening of Democracy and an understanding of the vital importance of this type of government as the alternative to the Totalitarian form. From this should result a respect for international law and a reconstruction of world relationships (economic and political) upon a basis of mutual justice resulting in lasting peace.

The Arts in the New Curriculum

FRANK W. WRIGHT

*Former Assistant Commissioner of
Education in Massachusetts,
Watertown, Mass.*

"That education should be regulated by law and be an affair of the state is not to be denied, but what should be the character of this public education and how many young persons should be educated are questions which remain to be answered."—Aristotle.

The foregoing quotation from an ancient source has modern application. It raises again the question whether there is really anything new under the educational sun. We accept the principle of State responsibility for education, and we discuss, and shall continue to discuss, the character of public education and the extent of its application. There is, however, one fundamental change between the day of Aristotle and the present. The Greek ideal was an educated elite. The American ideal is universal education. Just in proportion as we democratize education by making it available to ever increasing numbers, we must modernize the curriculum of the schools, improve teaching methods, and select courses and material that will keep the modern school truly modern. The pupil, the teacher, and the subject make the educational unit. Democracy in education really means that the right pupils shall study the right subjects under the right teachers.

A recent study of statutory requirements reveals the points of emphasis and the underlying philosophy of the curriculum so far as these can be revealed in state laws. This study shows that tradition still has a strong hold on our schools. It also points the way for a new emphasis on subjects related to the area of interest of this department. So long as thirty-two states require the teaching of grammar and nine states, the teaching of music; until many more than one-fourth of the states require the teaching of art; until agriculture is mandatory in more than fourteen states and domestic science in more than seven states; while only seventeen states make health education compulsory, and visual education, the school nurse, home visitor, and the school library are almost without mention in our statutes, can we assume that the curriculum is adequate to meet the greatly extended responsibility that the schools must face.

Educating for the vocations and the arts and educating through the vocations and the arts should be the dual purpose of teachers in these fields. Making a living and making a life, rich in both tangible and intangible values, should be made inseparable. In no other way can the conflict between the advocates of the practical and the cultural in education be resolved.

The Thoughts of Youth Are Long, Long Thoughts

FRANK W. WRIGHT

*Former Assistant Commissioner of
Education in Massachusetts,
Watertown, Mass.*

Important trends affecting the education of youth result from the continuing impact of new social and economic conditions and problems. Among these are: greatly increased secondary school enrolment; decreasing opportunities for employment for youth under eighteen years of age; new emphasis and demands in the field of vocational education; the need for guidance and vocational adjustment of youth; a thoroughgoing reorganization of the curriculum; the de-

mand for post-secondary education on the junior college level; and a study of the possibilities in new types of schools and courses to meet the educational needs of all youth up to eighteen years of age on a full- or part-time basis.

In addition to the foregoing new obligations placed upon the schools, there are direct and impelling demands upon the community and state for cooperation and social planning in the interest of better care and guidance of youth temporarily or permanently out of school. Juvenile delinquency, high crime ratios in the upper teens and lower twenties, gross inadequacy of recreational opportunities in most communities, and the glaring inequalities in educational opportunities that still exist among the states and among communities within states demand broader social vision and a clearer understanding of the fact that the quality of education in a community influences greatly its civic, social and economic life. Youth will be served. Any curtailment of the educational and community services to youth today will increase the bill society must pay for the correctional and welfare services of these youth tomorrow. In no other field of human endeavor is the ounce of prevention worth so many pounds of cure.

What happens to youth denied normal and natural opportunities for wholesome guidance, recreation and employment is vividly portrayed in the current play, *Dead End*. A study of the youth problem on a dead end street on the East River front in New York City, this play is an indictment of the neglect of children anywhere by those who lack the social insight to understand the inevitable results of such neglect. Dead Ends exist, in fact or in prospect, in any community, large or small, that fails to provide for the educational, recreational and vocational needs of its youth. To avoid the problem is not to solve it. Neglect serves only to compound the difficulties.

"The thoughts of youth are long, long thoughts," wrote Longfellow in a relatively simple day and age. The thoughts of youth, today, are not only long, long thoughts, they are, also, confused and often bewildered thoughts. The two million youth who leave our secondary schools annually, half of them before the completion of the course, are facing what is literally a new world. It is our primary obligation as educators and as members of communities to guide these young people to the maximum individual and group development.

Means of Stimulating Secondary Schools and of Identifying the Good School

M. L. ALTSTETTER

*Educational Specialist, Cooperative Study of
Secondary School Standards,
Washington, D. C.*

An effective means of stimulating schools is the formulation of a fundamental philosophy of education. This should be done by the faculty as a whole. It will probably involve such problems as the nature of our social structure, what is democracy, what is the primary task of the school, what are its aims, what should be the nature of the educational program, what should be the nature of the methodology and the procedure to be used, as well as other fundamental problems. Let the school formulate fifteen or twenty statements which describe its philosophy of education. The experience of the Cooperative Study of Secondary School Standards has proven that such an undertaking is most stimulating. A well formulated philosophy of education is also a characteristic of the good school.

AUXILIARY AGENCIES OF EDUCATION

Banking Education For Schools

Pupils Learn Essential Principles of Public Service Program

As part of a nation-wide movement to present to the public of both adult and school age information concerning banking theory and practice and an elementary view of the science of economics, the bankers of Pennsylvania, through their Committee on Public Education, again offer to the administrators and teachers of our public schools materials designed to make more readily comprehensible the machinery of our banking system, the services of banks, and the more common banking practices.

Adapted for Various Uses

The materials prepared for children and youth of school age may be used as the basis of a series of addresses by bankers during school classes or assemblies, or as extra text material for direct use by teachers and pupils in their own classrooms. The Pennsylvania Bankers Association, through not only its Committee on Public Education, but through various county groups and other local units, holds itself in readiness to respond to calls for special addresses wherever, in the opinion of school authorities, such outside help will aid in a better comprehension of the banking machinery, and in improved public relations. However, the Association's foremost thought is to secure wide distribution of the material within the schools themselves for use by teachers and scholars.

Booklets Available

The two booklets offered last year are still available for distribution, one containing four talks prepared for elementary and junior high school use, the other, six talks—prepared primarily for senior high school use. The topics are as follows:

ELEMENTARY and JR. HIGH SCHOOLS

1. Banks—What Do They Do?
2. Using the Bank.
3. Savings at Work.
4. What Good Character Means at the Bank.

SENIOR HIGH SCHOOLS

1. The Story of Money and Credit.
2. Our Banks and What They Mean.
3. A Bank's Contribution to Business.
4. The Federal Reserve System.
5. Investing Money.
6. Stocks and Bonds.

Materials Free to Schools

These booklets will be distributed gratis upon request, which will be honored in the order of their receipt to the extent of the available supply. No distribution is made to pupils, but only to teachers and administrative officers. The senior high school booklet will be sent to teachers in senior commercial classes in secondary schools, and is also available for distribution to students, providing they are registered in such classes.

For further information on any phase of this program, communicate with the Chairman, Committee on Public Education, Pennsylvania Bankers Association, Philadelphia National Bank, Philadelphia, Pennsylvania.

Pennsylvania Council of Parental Education Meets

A. W. CASTLE

Chief, Division of Extension Education

The Pennsylvania Council of Parental Education met in Harrisburg recently to consider the next steps in the development of a state-wide program in the light of new legislation enacted in the 1937 session of the General Assembly. The members considered the problems immediately confronting the Council. Under the provisions of the new law, parental education is made a part of the regular school program. The new status of this field of education requires specific planning in order to carry into effect the implications of the law.

Three Principal Problems

The general discussion led to the conclusion that three particular problems called for a solution; namely, certification requirements of teachers of parental education, minimum standards for the education of leaders in the field, and the interpretation of the program to school officials and lay leaders. In order to solve these problems three committees were appointed, each of which considered one of the specific problems. The Committee on Certification outlined a long range plan to prepare recommendations to the Department of Public Instruction for the proper certification of teachers of parental education. The Committee on Leadership studied the minimum standards for leaders whereby they might qualify for certification in accordance with the requirements recommended by the Committee on Certification. The Program Committee discussed the purposes and means of interpreting and publicizing the new plan of parental education in order that the superintendent and other officials throughout the State might cooperate effectively in the development of the program for Pennsylvania.

State Superintendent, Lester K. Ade, in a brief address before the group stated: "One

of the most vital influences in the education of the children of the Commonwealth is the home environment in which they live. For this reason it is of great importance that our public education program recognized not only the educational influences of the home, but the necessity of having parents understand the program of the school. This common understanding between the home and school is indispensable in the development of a cooperative educational program for the children of any community. It is the purpose of the Pennsylvania Council of Parental Education, it seems to me, to develop a program that will bring about these desirable ends."

Officers Chosen

According to the Constitution of the Pennsylvania Council of Parental Education, the Superintendent of Public Instruction appoints the Chairman and Executive Secretary of the Council. For the year ahead Doctor Ade appointed Miss Emma Johnson, Director of the Department of Early Childhood and Elementary Education of Temple University, as Chairman, and Martin Chowrosky, Principal of the Folk Elementary School in Pittsburgh, as Executive Secretary.

Two new members were elected to the Executive Committee: Mrs. Clarice Lavine, Supervisor of Girls' Work in the Pennsylvania Branch of the National Youth Administration; and A. W. Castle, Chief of the Division of Extension Education in the Department of Public Instruction. The members elected last year who will continue on the Executive Committee are: Dr. Paul L. Cressman, Director, Bureau of Instruction; Mrs. Alice Kiernan, Chairman of the Parent Education Committee of the State Congress of Parents and Teachers; and Miss Myra Woodruff, State Supervisor of Parent Education in the Division of Education and Recreation of the Works Progress Administration.

FORTY-NINE SCHOOLS IMPROVE CLASSIFICATION

(Continued from Page 11)

District	Classification 1935-36	Classification 1936-37
McKEAN	Secondary School	Secondary School
Otto Township	5 Year Junior-Senior	6 Year Junior-Senior
MONTGOMERY		
Lansdale	Junior and Senior	6 Year Junior-Senior
NORTHAMPTON		
Wind Gap	New	Junior
NORTHUMBERLAND		
West Chillisquaque Township	3 Year	6 Year Junior-Senior
SCHUYLKILL		
Auburn Borough	2 Year	3 Year
West Mahanoy Township	No Classification	2 Year
SUSQUEHANNA		
Great Bend	3 Year	4 Year
TIOGA		
Chatham Township	4 Year	6 Year Junior-Senior
WASHINGTON		
McDonald	4 Year	6 Year Junior-Senior
WESTMORELAND		
North Irwin	Junior	4 Year Junior
Penn Township	New	Junior

Can Education Keep Pace With Our Rapidly Evolving Social Order?

LESTER K. ADE

Superintendent of Public Instruction

EDUCATION MUST GROW WITH SOCIAL ADVANCEMENT

THE sweeping stride of social progress presents a striking challenge to education. The fact that education rests upon foundations that are relative and shifting rather than fixed, is a broadly challenging fact to our profession.

The values which society emphasizes from age to age are constantly changing. One age will emphasize physical development, another political sagacity, another the social graces, another religion, or science, or technology. During one period culture will be the greatest good, while another period will seek social efficiency, character, or integrated personality, as the chief goal of education. Thus, from generation to generation, new values rise and old values fall. Social change destroys some values and creates others. This phenomenon presupposes a periodic restatement of the philosophy of our educational program.

Possibly the greatest mistake that we can make about democracy is to conceive it as something fixed. Democracy in order to live must change and move. In the schools the coming generations learn to understand the social forces that are at work, the directions and cross directions in which they work, the consequences that they are producing, and the consequences that they might produce if they were understood and managed with intelligence.

THESE CHANGES ARE IN CONTINUOUS PROGRESS

A new society is constantly emerging. Each new period differs in important respects from the old. Each age ushers into the contemporary scene unaccustomed restraints and liberties; new responsibilities and opportunities. Education must not only keep pace with these fluctuations, but it must assume some leadership in their direction. This can be accomplished only if education recognizes the necessities and potentialities of each new generation.

Some changes apparent in our present period are the multiplication of governmental functions,

the absorption of individual ownership by corporations, the disintegration of family economy, the replacement of social dogmas by scientific methods, and the changing complexion of foreign relations. In these circumstances education functions in a social context fundamentally different from the setting in which it was born and reared—different even from the setting in which it functioned a generation ago. Continuous changes like these offer a decided challenge to education.

The continuity of social progress is more marked today than ever before. Ours is notably an age of transition. There is, for example, a conflict between the trend of integrated economy and transitional practices. Ideas and institutional arrangements based on individualism are undergoing transformation.

EDUCATION MUST ACCEPT THE CHALLENGE OF CHANGE

In the midst of a society that is in a constant state of fluctuation, education is continually challenged to recast its philosophy and function. Education is concerned with life, the institutions, thought, aspirations, and far-reaching policies of the nation in its world setting. Our civilization is passing through one of the great critical ages of history. We are embarking upon a vast experiment of social planning, we are modifying the traditional faith in economic individualism, we are in the midst of trends which involve the social welfare of all the people. These factors bring to education new responsibilities. They constitute a sweeping challenge to the leaders of education and the institution which they represent.

As the schools provide an understanding of these movements and give direction to these social forces, only to that extent can education meet the new challenges of democracy. Social life is a composite of activities that are producing consequences. Is it not the educator's business to see that education given by schools is such that those who go out can take stock of the knowledge that is available for social betterment?